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ABSTRACT

The 15 papers in this publication are grouped under three categories: issues in inservice education, intervention strategies, and institutional approaches. The major issues raised are: (1) What are the key issues in inservice education? (2) If some issues are deemed more important than others, who has the right and/or power to decide which, and in what order, problems should be tackled? (3) What criteria do teachers use when defining their problems, either at an individual or school level? (4) What criteria are used by agencies external to the school when defining school-based problems? (5) What are the best methods of achieving solutions to these various problems? (6) How are the teachers to be motivated to explore these issues for themselves? and (7) What are the best methods of evaluating the quality and success of inservice programs? Authors from the Netherlands, the United Kingdom, Denmark, and West Germany discuss the design, operation, evaluation, location, length, and mode of assessment of courses which influence teacher attitudes and provoke changes in innovation. (JD)

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Preface

The present volume contains a number of articles produced by members of the ATEE Working Group on the In-service Education of Teachers - one of ten working groups which the ATEE (the Association for Teacher Education in Europe) has established in specific sectors of teacher education. Membership of the working groups is open to all members of the Association. The groups generally meet both during the Association's annual conferences and between these, and the Association seeks to publish the results of the groups' activities from time to time in order to bring them to the attention both of the Association's members and other institutions and persons interested in the particular area of teacher education concerned. The views expressed in this volume are those of the individual authors and do not necessarily reflect the official policy of the Association. Further details of the working groups and of the Association's activities in general are available from the Secretariat on request.

Brussels, August 1983

Alan Smith
Secretary-General

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SECTIONS : 1 ISSUES IN THE INSERVICE EDUCATION OF TEACHERS : INTRODUCTION

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3 INTERVENTION STRATEGIES

4 INSTITUTIONAL APPROACHES

G.F. Chadwick

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SECTION ONE

ISSUES IN THE INSERVICE EDUCATION OF TEACHERS : INTRODUCTION

ISSUES IN THE INSERVICE EDUCATION OF TEACHERS

SECTION I : INTRODUCTION

1. Introduction

Perhaps the key characteristic of the inservice working group of A.T.E.E. is that it brings together colleagues who actually work with teachers and whose interests in, and commitment to, inservice education derives from being practitioners. As practitioners we are committed to improving teacher performance as a means of upgrading the quality of education offered to children in schools. Our intention is to improve our own practice by drawing on the expertise and experience of group members who run their own inservice courses with teachers. We are committed to :

the generation of good practice

and

its dissemination

2. Approach

Group members drawn from eight European countries work under a variety of constraints :

- on their time
- available resources
- finance
- length of course

Within these constraints, all of us are concerned to varying degrees with updating and improving teachers' knowledge and their understanding of the process of teaching. Critically, all of us are concerned with influencing and changing teacher attitudes. We want inservice education closely related to practice. There can be no better way for the inservice tutor and the teacher to learn more about their work than in a situation in which they are linked on an equal footing. Theory and practice, the innovator researcher, and the teacher come together to work on school and classroom problems.

3. Aim of the group's work

To find out those characteristics of our courses which are effective in the eyes of the teachers as well as the providers. We want to know specifically what it is about :

the design
the operation
the evaluation
the location
the length
the mode of assessment

of each of our courses which influences teacher attitudes and provokes change in innovation.

4. Content

Fifteen papers are included in this first publication. They are considered under three headings :

i) "Issues in inservice education" (Section Two)

"School based needs assessment - a mined area" by Ben van der Ree

"The clover leaf model" by Guus Van der Berghe

"The effectiveness of inservice provision" by George Chadwick

"Problems of beginning teachers" by Hans Vonk

"Teaching by explaining explained" by Theo Oudkerk Pool

"Contributions towards a framework for an inservice Policy" by George Chadwick

ii) "Intervention strategies" (Section Three)

"Self formulated study circles" by Kaj Spelling

"L.E.A. Teacher Fellows" by Eric O'Hare

"The role of school consultancy" by Olivia Miquel

"A Danish case" by Kaj Spelling

"Teacher Associates" by Geoffrey Doherty

iii) "Institutional approaches" (Section Four)

"Inservice training for the integrated basic school" by Ben van der Ree

"Institutionalised inservice teacher training for teachers of the natural sciences" by Wolfgang BÜnder

"Situationsbericht die Lehrerfortbildung in der Bundesrepublik Deutschland" by Klaus Winter

"Inservice Training on a Shoestring - The Training of the Trainers" by Egon Foldberg.

5. Major Issues

It is difficult to bring together the views of fifteen authors. However, the major issues which these papers raise - posed here in the form of seven questions - summarise the sharpening focus of the work of the inservice group :

1) What are the key issues in Inservice Education? Topics range through school-based inservice education, theory and practice, the needs of the beginning teacher and of older teachers. Particular consideration is given to some of these issues in the papers by Ben van der Ree, Guus Van der Berghe, George Chadwick, Theo Oudkerk-Pool and Hans Vonk.

2) If some issues are deemed more important than others, who has the right and/or power to decide which, and in what order problems should be tackled? There are no papers here which focus which focus on the decision making process and power relationships in the educational system. Nevertheless this area does interest members and we will give it further attention.

3) What criteria do teachers use when defining their problems - either at an individual or school level - and in what order should problems be tackled?

4) What criteria are used by agencies external to the school when defining school based problems - either those of individual teachers or the school itself? This raises questions of accountability and the nature of the relationship between teacher trainers, employers and teachers.

5) What are the best methods of achieving solutions to these various problems? We examined a range of intervention strategies and also consider the qualities needed by consultants and others working with teachers. We give particular consideration to the papers by Kaj Spelling, Eric O'Hare, Olivia Miquel and Geoff Doherty.

6) How are the teachers to be motivated to explore these issues for themselves? We discuss the value of courses which respect and use teachers' autonomy and experience. We give particular consideration to the papers by Ben Van der Ree, Wolfgang Bünder, Egon Foldberg and Klaus Winter.

7) What are the best methods of evaluating the quality and success of INSET programmes?: an important question on which we will focus in our next publication.

There are ideas on which we are already working, as can be seen from the papers considered. There are also areas which we have yet to explore. We are a small group. We must decide our own priorities and be as clear as we possibly can on the basis for making this decision. Each member of the group is committed to an approach in which his or her area of investigation must be linked to his or her current professional practice. That is to say, future selected issues will be determined by what we do. We are not prepared to consider issues unrelated to our own specific practice. This important decision will be of considerable help to each of us in determining priorities and will help ensure that the common focus is "relevance to current practice."

7. Comments on some of the issues discussed

1. Definitions

1.1. Needs This is not a helpful word - it is too capable of various interpretations, e.g. the ideological/ psychological approaches in the papers of Van der Berghe and Van der Ree - also the word is difficult to translate! "Problems" might be better. Both individuals and groups may have a wide variety of problems depending on specific contexts and situations, e.g. in Italy there is no Initial Teacher Education, in Holland and Portugal there are Government-directed school objectives. Emphasis must be on the individual learner.

1.2. Problems The problem about problems is that they do not exist to the individual unless he/she (or the organisation) perceives that there is a problem. Therefore we need to develop means of improving personal (and organisation) self-awareness. This lack of awareness is at the root of many tensions between such issues as "practical problems versus theoretical problems", and "organisational problems versus individual problems".

- There is a lack of research into needs/problems identification and strategies to deal with them.

- Little is known about differences in need between student-teachers, beginning teachers and mature teachers - if any! (see Theo Pool's paper)

- Strategies for 'need identification' should be co-operative, (i.e. between administrators, inservice trainers and teachers) not an undirectional data-gathering process from teachers.

- Techniques borrowed from Stress Management (i.e. noting all areas of frustration etc. in teachers' day) might well be useful for uncovering teacher needs or problems.

- Use of Pupil Evaluation of Teachers' performance (as in Hans Vonk's paper) is seen as a useful contribution to 'needs assessment'. It should be used in the teachers' normal professional development process (besides systematic research).

- It may be necessary to distinguish between different kinds of needs :

  school maintenance versus innovative needs;

  short versus long term needs;

  basic versus non-basic needs;

  needs that are related to specific stages of a teachers professional career.

2. School-based Inset

2.1. Whilst it can be accepted that "school-based" or at least "school-focused" approaches, firmly grounded in the realities of the school situation are essential to the success of INSET programmes, (as George Chadwick's paper suggests), it should not be assumed that what is perceived as a necessary inservice programme by a particular school or a particular teacher is either all that is necessary or all that will satisfy a number of external pressures. Many factors militate against this naive view - teachers may look inwards and wish to preserve the status quo, the ageing teaching force (a product of falling rolls) may become more resistant to change as it grows older.

2.2. There is often a gap between what is perceived as problematic internally by a teacher/a school, and what is observed as problematic by those outside. However, having said this, who shall be the arbiter and define the problem is also problematic - e.g. in the school is it the Headteacher, the Advisory Staff, Pupils, Parents .... in the system at large, is it the Government, the Inspectorate, Curriculum Researchers and Planners, Industry and Commerce, Man Power Planners .... and so on. One of the problems of encouraging teachers to become "self-aware" is the difficulty of developing the realisation that all the above (and other) factors contribute to the conflicting pressures leading to change.

2.3. "The relationship between theory and practice". Is there a tendency for teachers to call issues "theory" when they don't recognise the problem as a practical problem in their daily work? A key question for inservice training is :

> How can teachers gain a deeper insight in their own teaching by inservice training so that they become increasingly committed to knowing more about teaching/learning questions?

Underpinning this position is the assumption that teachers actually want to develop their own professional competence. We do not know if there is a relationship between professional development and inservice training - we need to!

2.4. Problems within the school can be seen on a number of dimensions :

	Primary Schools	or	Secondary Schools
person-related inservice training			
subject-matter section related inservice training			
school-based inservice training			

or again :

- inservice training for beginning teachers (induction period)
- inservice training for more experienced teachers
- inservice training for very experienced teachers

3. Intervention Strategies

3.1. All the papers in this section, including Problems of Beginning Teachers, underlined the enormous appeal of the school-based approach for successful INSET programmes.

3.2. However, many problems remain - prejudices and fears on the part of teachers, trainers and trainees. Ways of breaking down barriers between teachers and trainers so that greater co-operation in the real world of the classroom can develop need to be explored.

3.3. The system described by Kaj Spelling seems desirable but perhaps Utopian. The School-based Study Circle within a self-identified project, backed up by a central Board providing consultancy, lectures, resources which might lead to further curriculum development and dissemination, seemed an ideal model. Unfortunately different environments in other countries would make it difficult to adopt. Essentially the model is costrly, also its single, overall aim - to make better teachers - might not meet career aspirations.

3.4. What type of intervention? Different models of relations do exist between trainer and trainees :

- the doctor-patient model
- the neighbours model
- the therapist-client model
- the self-help model

The paper by Olivia Miquel makes interesting observations on three different approaches used to promote change in schools. One lesson is clear - it is important to look at the background of the trainers. Do they have practical teaching experience? Do they understand and are they sensitive to the special requirements of adult education? The needs of the trainers is a neglected area.

8. Conclusion

It is our wish as practitioners to provide articles and case study material of such a length that they may be of practical use to all involved in the inservice education of teachers. Names and addresses of participants are provided in the back of the book. We are always pleased to answer any further questions about our work.

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SECTION TWO

ISSUES IN INSERVICE EDUCATION

Schoolteam-based needs assessment: a mined area?

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Abstract

This paper describes educational needs assessment models in a certain example of in-service training courses in the Netherlands. The concept "need" is briefly examined as well as methods to measure needs. Attention is paid to the question if there exists something like "needs of a schoolteam", and to the paradox of national innovation efforts. How the problem of needs assessment is handled by various teachers of the in-service training courses is clarified by distinguishing three models: classical, naturalistic and action research.

Résumé

Cet article décrit des modèles d'adaptation aux besoins des équipes d'enseignants qui participent à un certain exemple de la formation continue aux Pays-Bas. La notion "besoin" est examiné brièvement ainsi que des méthodes pour mesurer des besoins. Attention est donnée à la question s'il existe quelque chose comme la notion "besoins d'une équipe des enseignants", et au paradoxe des efforts nationaux innovatives. Comment les formateurs de la formation continue s'étendent au problème d'adaptation aux besoins des enseignants est élucidé par la distinction de trois modèles: le modèle classique, le modèle naturaliste, et le modèle action research.

Schoolteam-based needs assessment: a mined area?

Having provided infant and primary school teachers with graduate teaching education, teacher training colleges in the Netherlands are considered to be in the logical position to be involved with teachers' continuing education. Up to the mid seventies teacher training college continuing education has mostly been an attempt to link knowledge resources of the training college to the solution of teaching problems within subject fields of the practicing teacher. As a result of national government policy measures continuing teacher education has been placed within the domain of innovation of schools and the school system. Ever since 1975 teacher training colleges have been charged with in-service training activities that contribute to nationwide accepted innovations, e.g. the new basic school. Almost every innovative INSET-activity states as one of the fundamental points of departure an adjustment of goals, content, materials and training activities to the needs of teachers. The Dutch case IVB*) (see VAN DER REE) is not an exception to this rule: "Within IVB activities are undertaken and planned by in-service training teams of Teacher Training Colleges *in accordance with the needs of trainees.*" An essential feacture of the Dutch IVB-courses is that in-service education activities are focused on the school staff as a whole. These courses therefore can be seen as an example of an institutional approach. However, the methods used and the difficulties experienced by planners of IVB-courses to analyze needs and to develop educational solutions remain a largely unexplored area of reseach. The problem of identifying the needs of the clients is faced by everyone while very little information is available on how these needs might be analyzed and assessed.

*) IVB is on abbreviation of Integratie Voorbereidende Bijscholing; in English: Integration Preparing In-service Training.

The concept "needs"

Generally educational need is approached as a gap between the learner's existing level of knowledge, skills, or attitudes and a desirable standard (see MONNETTE). Often the concept of need is used as a synonym for positive wants. Wants are the initiating and sustaining forces of behavior. A positive want(e.g., a desire)is an assumed force which impels a person toward the achievement of a goal. A negative want (e.g., anxiety) is a force which repels a person away from certain objects or conditions (see KRECH). Some people use the concept of need within a theory of sequential development. A "lower" need must be adequately satisfied before the next "higher" need can emerge in the development of the individual. Need for self-actualization depends on esteem needs which depends on belongingness and love needs, and so on (see MASLOW). Needs and goals are interdependent, the one does not exist without the other. The need-goal complex is an indissoluble single unit. What's more, needs and goals continuously develop and change as a result of the individual's experiences as he/she interacts with objects and persons. For any given need there may be many different appropriate goals or desirable standards. The standards against which the individual evaluates his behavior and achievements are provided by the ideal self. Studies of individual behavior often emphasize the social systems character of the behavior being investigated. The ideal self is significantly influenced by social factors, and the person's conception of the ideal self tends to reflect the values of his/her reference groups (see KRECH and KATZ). The thought and action of the individual reflect his/her needs and standards. This does not imply that the relation between a particular need and a particular action is a simple and direct one. On the one hand, similar actions may be related to different needs. On the other hand, different actions may reflect similar needs. Behavior is multi-determined: by situational conditions, cognitions, social habits and attitudes, as well as by the needs or wants of the individual.

Methods in the measurement of needs

The methods by which needs can be measured and ascertained fall into three types: (1) those making inferences from actions, (2) those utilizing subjective reports, and (3) those employing various kinds of projective techniques.
In the first method, characteristics of the individual's actions are made the basis for inferences about the needs that are driving him or her. Among the indices are: the search for, selection of, and attention to a specific object; persistence in a consistent course of action; the manifestation of satisfaction or dissatisfaction with the achievement or failure to a specific goal; the consistent avoidance of an object. The problem is how to avoid errors in inferences?
In the second method a great deal about the needs of an individual can be revealed by simply asking him/her what he/she wants. In many cases, the individual can report directly on his needs as he experiences them, on the goals towards which he/she is striving, on his/her fears and aversions, on his feelings regarding a specific object. Because of rationalization and repression, however, an individual's subjective report may not reveal the truth, the whole truth, and nothing but the truth about his/her needs. To break through the barriers of concealment or lack of awareness projective techniques can be used as a third method. The projective technique involves asking the subject to react to ambiguous stimuli. This method assumes that the subject's needs will influence the way he/she perceives these ambiguous stimuli. It matters not whether the needs be conscious or unconscious, for one of the assumptions underlying the projective method is that the individual remains unaware of what his responses reveal.
All of the above suggests that a proper description of the needs of someone requires the insights, concepts and techniques of a social psychologist or clinician. What then may be expected from teachers of teacher training colleges? Especially when they are faced with the problem not of identifying individual needs but needs of a whole schoolteam? And the latter is the case within the context of IVB.

The schoolstaff as a team

Teacher autonomy is seen by most teachers as the ethical basis of professionalism and a cornerstone of the educational tradition. The extent to which such autonomy exists in practice is a matter for discussion, but the tradition is certainly strong enough for any teacher to appeal to it. There are a number of factors which makes this highly individualistic conception of teacher autonomy difficult to maintain in present circumstances. Many innovations have implications for both the ethos and the organization of schools. They affect the "deep structure" of the school, that is, the assumptions which support its surface practices and organization (see HOYLE). Most educational experts value highly the tradition of professional autonomy as the basis of educational quality, but it seems that this must now be negotiated at school level. Concessions must be made in individual autonomy in order to provide a basis for collaborative working, for the school staff can no longer be seen as a federal association of teachers and departments: it must be a professional community. And it is with that community that professional autonomy must lie (see STENHOUSE). From this position one consequence seems to be that teachers must be given and must accept a much higher degree of participation in the shaping of the policy of their school. This consequence is consonant with the aims of the innovation of the Dutch reform of infant and primary education (see VAN DER REE). "Each course group of IVB consists of two teacher *teams* now active in separate infant and primary school who will operate as one basic school team within a few years". The question rises whether it is possible to assess the needs of such schoolteams? Should it mean that the needs of a schoolteam is the summing up of the needs of each individual teacher? Or could be argued that the schoolteam needs are different from , or are on an other level than the individual's needs? Does there exist something as a group need? or a group standard?

It is a commonplace observation that the members of an enduring group are likely to display a striking homogeneity of beliefs, attitudes, values and behavior. Similarities among the members of a group may arise for a number of reasons: to avoid cognitive conflicts, the sharing of the same occupational environment, group pressures to uniformity. Theoretical explanations of why groups set up pressures to uniformity have stressed four functions served by the uniformity resulting from such pressures: (a) to help the group accomplish its goals, (b) to help the group maintain itself as a group, (c) to help the members develop validity for their opinions, and (d) to help members define their relation to their social surroundings (see CARTWRIGHT).

When someone deviates from the standards of a group, other members exert pressures on him, urging him to mend his ways. Heterogeneity of beliefs, attitudes, values or behavior may arise in a group because the members belong also to other groups whose standards differ from one another. This may create a conflict of loyality for the individual.

Groups sometimes agree that pressures to uniformity will not be permitted to develop in certain areas of the group's life so that creativeness can be encouraged, or so that freedom of thought can be respected. Once group standards have been established they appear to be remarkably resistant to change. Yet there is evidence that they do change and can be changed. Group decisions have been shown to be more effective than other methods in stimulating behavior changes, but it is not entirely clear what it is that makes them work.

The paradox of national innovation efforts

The efforts of the Dutch government to innovate local schools are hampered by a paradox. Change is whatever the teachers decide it is to be. The less self-determination is allowed, the less total change will result. On the other hand, the national government has a responsibility to cause improvements in education. By accepting a new Basic School Act the Dutch society as a whole expects the government to make change happen even where teachers may disagree. How can a national initiated INSET-system be designed that maximizes schoolstaff self-determination? How national purposes (to bring change to those who do and who *don't* welcome it) can be reconciled with a user-driven system (a system that maximizes user self-determination, i.e. user needs-fulfilment) is a basis paradox for IVB-courses. In theory a solution is proposed by the introduction of the concept "needs", and the recommendation to bring into accordance the needs of the schoolstaff and the purposes of the innovation project.

The Dutch IVB-project is a typical example of the structural and social-psychological approach of attempts to foster school improvement (see MANN). Working on the structural features of schooling is an attempt to deal with diversity (of teacher needs) by focusing on the generic parts of the system. The central idea here is that if you change structural arrangements, then those changes will condition or shape subsequent behavior. However, changing individual teacher behavior directly, for instance giving up authonomy in favour of participation in policy making of your school, is a lot more assertive or aggressive than changing the individual's structural surroundings with the hope of modifying the individual's behavior.
The social-psychological focus does recognize that schools are made up of persons who have their own purposes, goals, standards. One of the first assumptions here is that the individual teacher

who is to change must recognize the need for that change. There are two severe problems with the "need" tenet. First, most teachers believe in what they are doing. Their current practice is the summary of what they believe desirable and feasible. Because of that they are not likely to admit the need to change. Acknowledging a need to change is a negative evaluation of their own performance, and in the case the schoolstaff as a group-incrimination. Second, modifying the change in order to make it more palatable to the individual teacher or the schoolstaff who is to be changed can easily dilute it beyond any originally anticipated utility.

The other tenet of the more psychologically oriented approaches stress the individual's self-interest as the sine qua non of behavioral change. But how can it be to an individual teacher's self-interest to admit personal or professional inadequacies? And what happens when self-interest remains persistently at odds with the desired innovation? How can national policy be conceived so that those people who *don't* understand, and who *don't* believe that an innovation is good for them will nonetheless respond in directions consonant with the purposes of that policy? In other words, when the "real" needs are not to change, do we handle it by simply giving up? Mostly not, we choose another strategy: forcing, buying, persuading, manipulating or reinforcing change. A few scholars do suggest that not the search for the "needs" of an individual or schoolstaff should be stressed, but that the only reliable motivation is "self-interest" and that innovation project planners at the national policy level could learn much from political science (see MANN). That science deals with the distribution of values, especially with the clash of legitimately differing values. Because of that it fits to the dilemmas of educational innovations which are only partially reconcilable.

How "needs" are handled in IVB

After four years of experience with the carrying out of IVB-courses all over the Netherlands three models of handling the needs of schoolteams emerge. Of course blends of this three models do occur, but for the discussion they here remain separated. The first model tends to reflect Tyler's approach to curriculum development. Within this model assessing needs is essential for determining objectives, stating objections in proper form, devising learning experiences to attain given outcomes, and evaluating the outcomes of those experiences. What may be called the "classical" model of program development stresses the importance of needs assessment for defining the educational objectives (see TYLER). Before starting the development of an IVB-course IVB-teachers try to get hold on the needs of participating schoolteams by having structured interviews with them or/and by letting them respond to questionnaires. As such these methods fall into the first and second mentioned type of needs measurement (pg. 5). This way of handling needs represents a means-end way of decision making: a desired end is postulated, a means for attaining this end and a process for bringing about the end.

The second model comes close to the model Walker has suggested for program development (see WALKER). He presents a "naturalistic" model, what can be described as a series of decision-points relating to both the explicit and the implicit design. Within the explicit design decisions are made only after forethoughts and consideration of alternatives. When action is based on precedent and habit without consideration of alternatives he speaks of the implicit design. The concept of explicit design is roughly analogous to Dewey's model of rational decision-making: (1) analysis of the type of the problem and its basic dimensions, (2) a search for alternative solutions, (3) consideration of the consequences of these solutions, (4) the final choice. Maximizing the decision is stressed with the explicit design, whereas finding a course of action that is

"good enough" characterizes the implicit design. Within the latter the concept of bounded rationality is the key-stone. Given a problem and its basic dimensions the choice process is simplyfied with the goal of satisfying instead of maximizing the decision. The decision-maker attempts to be rational but his limited capacities prevent anything near complete rationality. The naturalistic model postulates a beginning, an end (the design) and a process by means of which the beginning progresses to the end. Teachers of IVB-courses start the program development by incorporating it in the course itself. The first three course-meetings must include the clarification of both teachers and students vision of what is and what ought to be. Discussion and deliberations must ascertain relevant facts and identify desiderata. The output of this process should be a program design that can be justified by reference to the beginning only. As in the classical model needs of the participating schoolteams are seen as a major focus of program planning. The way in which IVB-teachers try to grasp these needs do fall into the second mentioned type of measurement methods (pg. 5). No questionnaires or interviews are used prior to program development.

Problems that dit arise in both models of IVB-program planning with regard to the needs of participants can be summarized as follows:

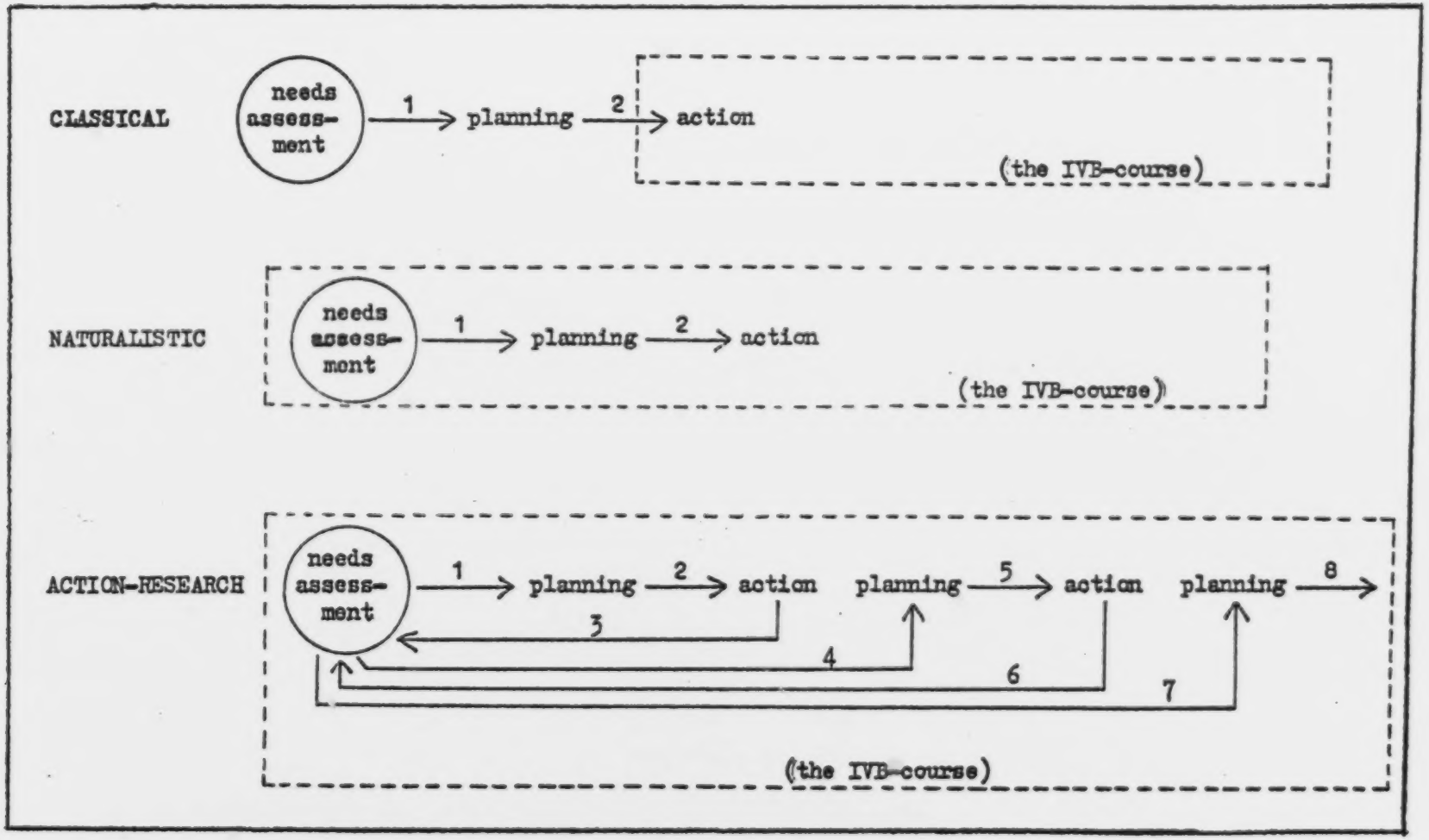
(1) The needs-structure of a schoolteam does change underway.
(2) Expressed or inferenced needs turn up half way the course to be cover-ups for other hidden needs.
(3) Needs as negative wants are not easily expressed but do influence the way teachers participate in the course.
(4) The needs of nursery teachers and primary teachers often are not reconcilable.

Anticipation of these problems did urge a fair amount of IVB-teachers to adopt a third model of program development. This model could be described as an "action-research" model. The diagnosing of participants' needs is an over and over again returning activity throughout the course. The approach of the needs problem is not based on the idea of a gap between an existing level of functioning and a desidered standard of functioning, but on the idea of a continuously developing and changing need structure as a result of the outcome of interactions. Besides, the assumption is hold of a developing and changing set of standards as well. Whereas the classical and naturalistic model try to attune program development to an once assessed configuration of needs, the action-research model is far more iterative in nature. Periodic evaluation of course activities are used as a means to throw new light on the needs of participants and as a consequence reconsideration or revision of program planning. As such this third model is more circular than linear.

Figure 1 illustrates the different places of needs assessment and subsequent program planning.

Many IVB-teachers put forward the improvement of practice in the school as a justification for the use of the action research approach. The flexibility and adaptability of the model as well as the possibility of on-the-spot experimentation are valued. Over the period of an IVB-course information is collected, shared, discussed, recorded in some way, evaluated and acted upon. From time to time this sequence of events forms the basis of reviews of progress and makes clear what the needs of the schoolteam or individual teachers are.

Figure 1 - Needs assessment and program planning models practised by IVB-teachers



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THE CLOVER-LEAF MODEL

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A MODEL FOR ANALYZING INSET-CASES: the clover-leaf model

(by Guns van den Berghe and Ben van der Ree)

1. Introduction

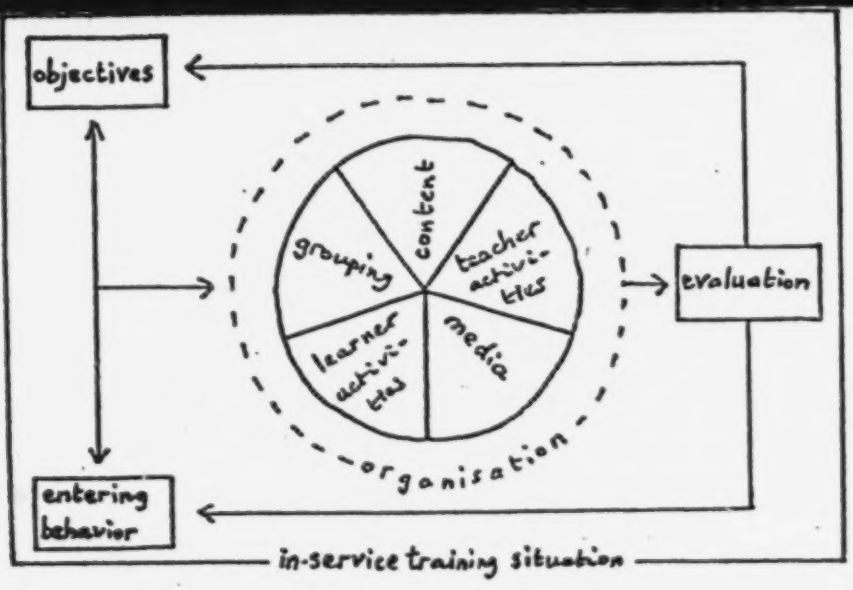
When we meet on the 8th and 9th of March our discussions have to be structured when we are analyzing our case-studies. In order to learn from each other and to make it possible to draw comparative conclusions such a structuring is needed. At the same time it comes up in my mind that an attempt to design a discussion framework has one great danger. You can loose the individuality of each case-study by maiming them on a Procrustan bed. So I will try to construct an analytic tool or reference model which makes it possible to have our discussions focused and will not violate the taste and flavour of the cases. It is not my intention to construct a model on the basis of theoretical studies and contributions made by INSET-experts, and to use this to describe and classify the presented case-studies. There are three requirements I wish to come up with the model. First the demand of an applicable but also minimal framework, second the demand of preservation of the case-individuality and third the demand of adequate heuristic power.

2. The case as such: didactic questions

Each case has been described according to principles and postulates which preserve the context of the case, be it on a micro or macro level. Still, there are at least four didactic key questions that can always be asked. These questions are:

(i) What does the case tell about objectives which should be attained?
(ii) What does the case tell about the entering behaviors?
(iii) What does the case tell about the structure or construction of the in-service training situation? What about the learning contents? What about the learner and teacher activities? What about the learning and teaching materials or media? What about the organisation of learning groups?
(iv) What does the case tell about the assessment or evaluation?

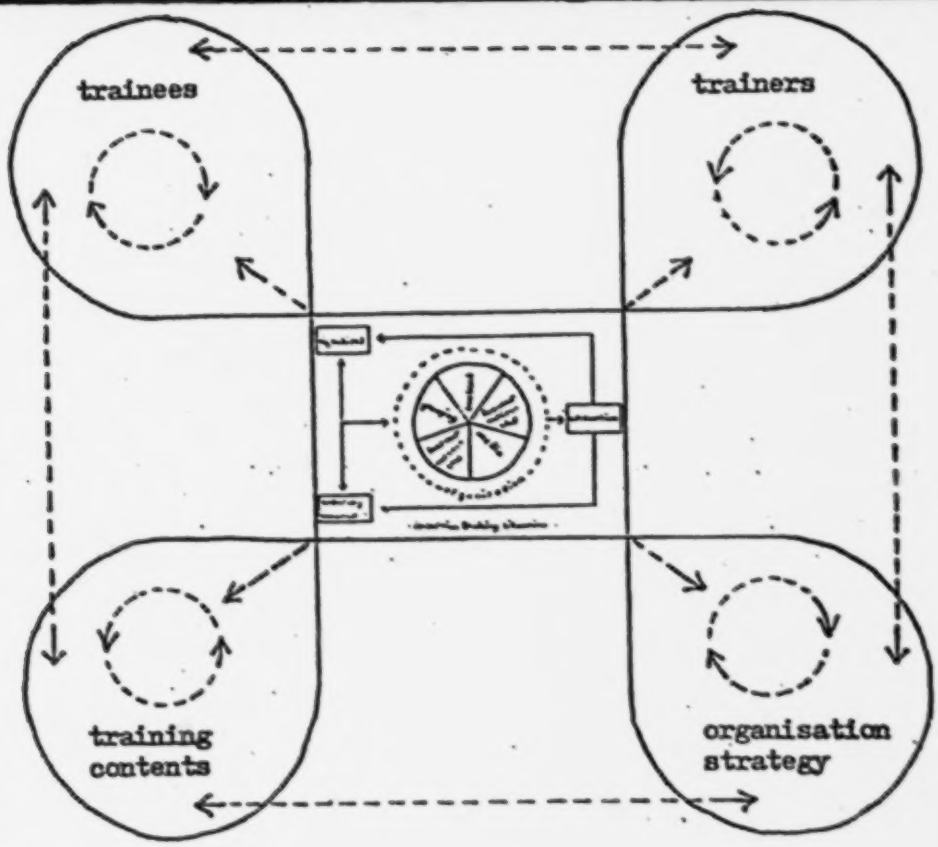
A comprehensive picture of these questions and their relations could be sketched as follows on the next page.



What is not caught up in this picture is the wider education policy context surrounding the case. What does not appear are all the background considerations which had to be weighed and decided on. What restrictions were laid on learning contents from a national policy view? Or what picture did policy makers have of the trainees? So when we want to analyze an INSET-case not only at the more didactic level but also on a wider policy level we need a broader frame of reference.

3. The case and its background considerations

All the questions one could put forward in analyzing a case on a broader level than the didactic one, can be brought back to four major headings: questions regarding to trainees, to trainers, to content and to organisation. When you would ask a question like 'Do you regard your INSET-case as an adult education project?', this is a question which goesprimarily to the heading "trainees", but it also has implications for the other headings. When the trainees are adult people this has implications for the way in which trainers and trainees do interact, it has implications for the learning content and the way decisions are made about content, it has implications for the organisation of the project. Any background consideration has implications for other considerations that are under a different heading. To understand fully the meaning of a case it is necessary to trace the major considerations and to discuss the interrelations between them. The clover-leaf model on the next page pretends to function as a tracing device. In the heart of the model you do find back the didactic key questions. The dotted lines represent theoretical relationship between and within headings.



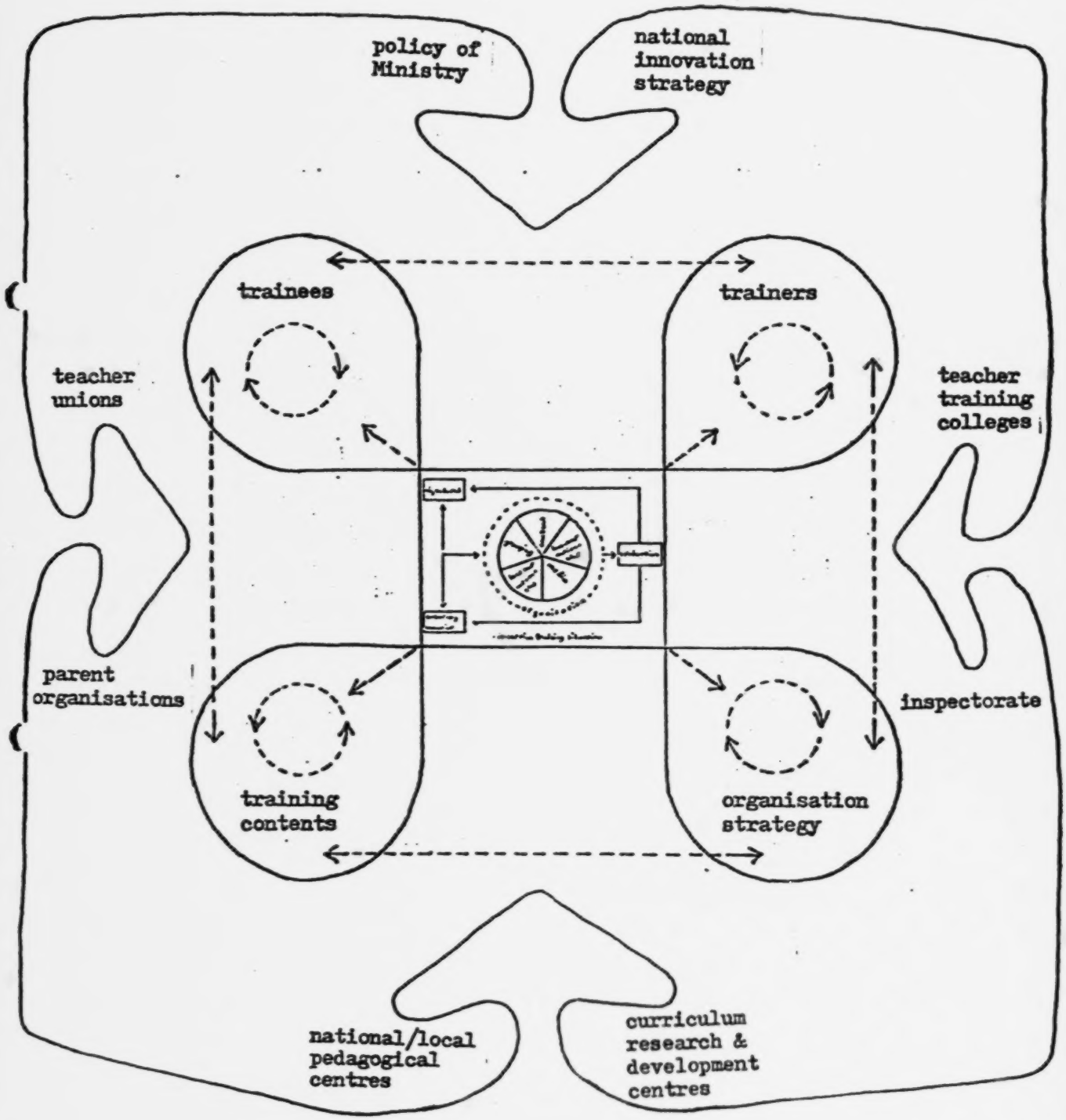
The clover-leaf-model states and does point at ten interrelations you have to have in mind discussing or studying a case. Combined with the four major headings of the model, there are at least fourteen clusters of considerations which can function as accounts for the state of affairs in the INSET-case. That's why the case itself is placed in the centre of the model.

4. The case and policies on a macro level

In-service training activities are developed and set up within an educational policy and strategy of a country. To grasp the elements of such a policy and to be reminded of their possible impact on the case-studies the clover-leaf model has been placed within a societal context. Not all of the forces that do influence in-service training projects have been labeled and placed within the model. Only a few have, just for illustration and to show their function as reminders.

On the next page the whole picture of a model for analyzing INSET-cases is represented. May the expectation that it can function as a heuristic for our discussions come true.

5. An image of a model for analyzing INSET-case-studies



G.F. Chadwick

THE EFFECTIVENESS OF IN-SERVICE PROVISION : What do we know? What is needed?

Section One: INTRODUCTION

In-service education for teachers continues to be a strongly supported activity within the profession yet few Local Authorities systematically evaluate teacher reaction to their total provision : many remain critically uninformed of the successes and failures of their in-service activities. Some guidance is available on the characteristics of successful and unsuccessful courses - although not always in a form easily accessible to teachers and administrators. This article attempts to meet this difficulty and review what the literature tells us about the effectiveness of in-service provision under the following headings :

- criticisms of existing provision
- the characteristics of successful in-service courses
- the move to school-based inset

1. Criticisms of existing provision

In-service courses have been criticised on a number of grounds :

- In-service education has not placed enough emphasis on improving school or teacher performance. Courses have "dealt with lofty conceptions rather than with the hard-core skills of teaching."[1]
- Several studies in America have not supported the contention that in-service education for teachers has a positive effect on children's learning. Such efforts are fraught with measurement problems (Koff, Florio and Cronin).[2]
- In-service education has not addressed teachers' urgent, day-to-day needs. As Rubin (1976) states :
  "A majority of the programs (have been) either so prescriptive that they (have) insulted the teacher's intelligence, ignoring his or her need to fit the teaching to the peculiarities of the classroom, or so vague that they (have) bordered on the useless... they (have) tended to focus upon the theoretical fads of the moment, giving little attention to the basic problems of the classroom world."[3]
  Edelfelt and Lawrence (1973) echo Rubin's criticisms :
  "In school district programs, the focus is on introducing new curriculums, beefing up existing programs, or following new fads and trends, typically at the supervisor's discretion. In formal graduate work, study is largely divorced from the specifics of the teacher's job."[4]
- In-service education has been required of teachers and delivered by others. "Content and approach are prescribed by Institutions of Higher Education and school districts. Programs are provided for

teachers by 'experts' other than teachers."[5]

- In-service education has violated many principles of good teaching. "There does not, as yet, appear to be any workable strategy ...with which to accommodate individual differences among teachers. The staff development specialist, seemingly, presumes that all teachers are precisely the same in background, belief, knowledge, technical finesse and teaching style".[6]
- In-service education has been fragmented, unsystematic, devoid of a conceptual framework. Bhaerman (1976) characterises it as "without integrated activities developed upon assessed priority needs."[7]
  Edelfelt and Lawrence (1975) cite more fundamental problems :
  "There has never been a broad scheme of in-service education with a clear concept of purpose, appropriate undergirding of policy, legitimacy in commitment, and fixed responsibility for attaining agreed-upon goals."[8]

2. Characteristics of Successful Courses

A very interesting 1974 review of research in America on successful in-service programmes found :[9]

In-service programs in schools and on college campuses are equally capable of affecting teacher behavior, but the school settings tend to be capable of influencing more complex behavior changes in teachers.

Teacher attitudes are more likely to be influenced in school-based than in college-based in-service programs.

School-based programs in which teachers participate as helpers to each other and planners of in-service activities tend to have greater success in accomplishing their objectives than do programs which are conducted by college or other outside personnel without the assistance of teachers.

School-based programs in which supervisors or administrators serve as helpers and planners tend to be more successful in accomplishing their objectives ... than do programs which are conducted by college or other outside personnel without the assistance of supervisors or administrators.

School-based programs conducted by supervisors and/or administrators have a record of effectiveness ... which exceeds that of school-based programs that involve college or other outside personnel.

School-based in-service programs that emphasize self-instruction by teachers have a strong record of effectiveness.

In-service education programs that have differentiated training

experiences for different teachers ... are more likely to accomplish their objectives than are programs that have common activities for all participants.

In-service education programs that place the teacher in (an active role) ... are more likely to accomplish their objectives than are programs that place the teacher in a receptive role.

In-service education programmes that emphasize demonstrations, supervised trials and feedback are more likely to accomplish their goals than are programmes in which the teacher is expected to store up ideas and behaviour prescriptions for a future time.

In-service education programmes in which teachers share and provide mutual assistance to each other are more likely to accomplish their objectives than are programmes in which each teacher does separate work. Teachers are more likely to benefit from in-service education activities that are linked to a general effort of the school than they are from "single -shot" programmes that are not part of a general staff development plan. Teachers are more likely to benefit from in-service programmes in which they can choose goals and activities for themselves, as contrasted with programmes in which the goals and activities are preplanned. Self-initiated and self-directed training activities are seldom used in in-service education programmes, but this pattern is associated with succesful accomplishment of programmed goals.

The impact of these findings not only in America but also in this country has had a very predictable influence on the direction in-service developments are taking - a more school-focused, school influenced provision. This indeed would seem to be the message for the future.

The following section will consider the development of school-based inset in the light of these findings.

3. The move to school-based INSET

The essential purpose of in-service education for teachers is to improve the quality of education offered in schools to children, a point emphasized by the DES pamphlet published in November 1978 and entitled "Making Inset Work". "The process starts in your school. What are the problems which face the school from day to day and from year to year in its curricula, its organisation and methods? What are the aspects of the work in your classroom or with teaching groups about which you are not entirely happy, or the new problems which arise and which you would like to solve? These are the issues

which you as a teacher and you and your colleagues together as a school staff can and should examine regularly and consider how they might best be tackled. This is where INSET may help - that is to say needs arising out of and designed to meet your particular circumstances."[10]

Pauline Perry, H.M.I., in her keynote address at the International Workshop on Strategies for School-focused In-service in the United States in 1977, stated :

> The case has been cogently made that to ensure true implementation of change ... we must work with teachers in the place and in the situation where change is to take place. The case is made with equal cogency that the school-building is the context in which all needs at all levels of the system ultimately come together.[11]

Bolam, in his review of the genesis of school focused efforts in Britain, quotes from a British Schools Council report as follows :

> "We want to highlight what we see as being the key concepts in our report. Among the most important of these is the idea of the school as a centre of curriculum development. We believe the improvement of the secondary-school curriculum must rest upon an acknowledgement of the central role of the teacher. All worth-while proposals for curriculum change are put to the test in classrooms and only come to fruition if the practicing teacher has the resources, support, training and self-confidence to implement them. Teachers are in a unique position to know and understand the needs of pupils and from them should come the principle pressure for increasingly effective programmes of teaching and learning. Because we see the development of the curriculum and the self-development of the teachers as being inseparable, we call for vigorous programmes of in-service education and school-based curriculum development, both of which are essential if the teachers are to perform their role to the full."[12]

A major attraction of school-based INSET is that teachers are given much more systematic and direct help in identifying their own immediate and long-term priorities, in planning efficiently to achieve the objectives they themselves set, in following up these plans with effective action, and in evaluating the outcomes. For effective professional development to occur it is necessary for teachers to examine their own classroom practices and conceptualise their own problems, working then from practice to theory and back to practice, rather than from theory to practice and back to theory. In this model an effective role for the various INSET agencies such as Advisers,

Teachers' Centres and Institutions of Higher Education becomes that of providing resources which can help teachers to tackle those problems which they define themselves.

However, these outside agencies do need to be seen in this role by the staff of a school if support is to be accepted. Here the findings of the previous section offer a point of emphasis for the type of approach most likely to succeed. Teachers must be convinced that it is their problems for which solutions are being sought. This casts outside agencies as a resource teachers can draw on rather than as an expert coming in to pronounce on what must be done. The approach involves teachers in the design of the course and accepts that individual study programmes on a common theme may be the way ahead. If teachers are to be involved in their own professional development as equal partners with the support agencies then they will need to be offered careful help in the important areas of problem definition and needs assessment.

An important element in school-based inservice education is to assist teams of teachers to strengthen their skills as planners of school in-service programmes. Teachers must explore strategies for assessing needs, securing resources, planning, conducting and evaluating activities and gaining the confidence of their colleagues in the school. Particular emphasis has to be placed on peer to peer in-service models. It will also be vital that a support system be established so that teachers can continue to share their problems and successes. It has become clear that the growing pressures upon Local Authority Advisers makes it almost impossible for them to provide courses and advice on all the issues of ongoing educational concern. This is all the more reason to offer programmes which equip teachers to develop in-service activities in their own schools. By this method staff in schools will be better able to respond to the continuing and complex training requirements made of teachers. It is extremely difficult to identify conclusively the types of skills that will be needed by these school-based in-service facilitators. It is possible to suggest the following :

1) to be able to analyse the forces contributing to or impeding the development of an in-service programme within a school,
2) to be able to conduct a needs assessment using a variety of procedures and sources,
3) to be able to locate resources appropriate to needs,
4) to develop and maintain communication within the school system,
5) to plan, conduct and evaluate workshops and other related activities,
6) to maintain and develop political support,

7) to be able to articulate the philosophy underlying a successful in-service programme.

The "facilitators" are likely to be experienced teachers in senior posts in schools. It is important to work with teachers to establish the types of skills needed and agree and implement a programme to develop them.

The development of these skills has to be linked with three other initiatives to form the beginnings of a policy approach to in-service education :

self evaluation of individual teachers
self evaluation by a school
the implementation of a structure which requires each school annually to draw up its in-service priorities during the next year.

Self Evaluation of Teachers : Implicit in much of the recent HMI Report on Teacher Training and the Secondary School[13] is the need for self-assessment by the teacher. This is an aspect of the more general aim for the teacher that he must be autonomous, i.e. be able to diagnose a classroom problem, plan, implement and evaluate a programme of action to remedy the problem. Unless he develops an attitude of self-appraisal and the ability to evaluate his teaching against his objectives the odds are that it will go largely unmonitored, except from time to time by analysis of its output in terms of examination or test performance. Self-appraisal is not an easy or indeed a natural frame of mind, but it is an important safeguard of professional standards. Self-evaluation should be an essential part of any policy for in-service education and training, which has the dual responsibility of answering the needs of institutions and of individuals. These largely coincide, but must be respected in their own right.

A further development of this self-evaluation is the appraisal interview which provides a formal opportunity for each teacher to discuss with a senior colleague his aims and objectives, his problems in attaining them, the degree of success he has achieved since the last review and his plans for the future.

This is common practice in many organisations outside education and while if wrongly handled it can be sterile and discouraging, in the right context it can inform the head and senior staff of a school, provide an opportunity to help teachers to plan and select from the learning opportunities available to them and encourage regular review and evaluation of work. It also provides a chance to give formal recognition to the success a teacher has achieved.

This is where thinking about in-service education must properly start. Within the school each senior member of staff looks at the progress and the

needs and development of those for whom he is responsible. The head looks at the needs and development of his senior staff. It would be a task of the Advisory Service to provide a similar opportunity for the heads in the Authority. There should be an annual review.

Self evaluation by a school : According to one survey reported in the T.E.S. in March 1980,[14] as many as three quarters of our Local Education Authorities in England and Wales are planning some form of self-assessment scheme for schools. The Open University claims that, within two years, one school in five will be called upon to give an account of its performance using criteria laid down by Local Authorities. The idea behind school self-assessment is that teachers are in the best position to say whether a school is working effectively or to do something about it if it is not. Certainly teachers in Newham support this view.

Over the past two or three years demands have grown for schools to be more publicly accountable. Some Local Authorities have grasped at self-evaluation as an alternative to test results which give an incomplete picture, may distort the curriculum and are unpopular with teachers. It is conceived by some as a much broader, less formalised way of improving professional competence based on teachers' own ideas about the criteria and methods by which their performance should be judged. However, there are difficulties. Dr. Peter Mortimore,[15] head of the Inner London Education Authority's research and statistic branch, told the 1981 Schools Council conference that self evaluation could only really work when teachers were assured of total confidentiality and knew that any admissions of failure would not count against them. This view was supported by those interviewed. Frank and objective self-evaluation was difficult enough. It was impossible when it became muddled up with demands for accountability. "Self evaluation has become overloaded and is seen as a universal panacea for all the faults in education"[16] What is debatable is whether Local Authority Inspectors and Advisers can play this role - or whether self-inspection can be imposed on unwilling staff. Perhaps independent consultants are less threatening.

It is clear that public interest in the value and effect of education continued to grow. Although results of external examinations retain a strong influence on public attitudes towards secondary schools, the amount of concern now being expressed about other aspects of the work and organisation of schools has increased considerably. In view of current attitudes and the increasing possibility of external assessment of one kind or another, it is important that every school :

i) thinks out clearly what it is trying to do,

ii) is able to convince others of the effectiveness of the

procedures through which it is trying to achieve its aims.

These recommendations are an attempt to move the Authority towards the annual appraisal by the school of its goals and performance together with the assessment of the professional needs and performance of individual teachers within the school and the development of activities to meet these needs.

These proposals on school based in-service education constitute an attempt to develop a local policy based on the assessment of needs of the individual teacher. This is linked to an appraisal by the staff in each school of their overall priorities. Each of these appraisals must be accompanied by recommendations for action. The individual staff assessments are a matter of action within the school or recommendation by the headteacher for action at Authority level (for example a year's secondment). The school priority reports with recommendations are considered by the appropriate L.E.A. committee which will recommend policy and priorities for action to the Chief Education Officer. The process attempts to generate a high level of involvement of teachers in their own professional development and that of their school. Such an approach runs into the problems associated with organisational change and development

- supporting staff who will be instrumental in generating change
- ensuring the active support of the Headteacher and Senior staff in the school for proposed action
- creating a climate in which change is welcomed.

A word of caution must be given. Advocates of this school-based model argue that if training were school-based (in the sense of occuring physically within the school itself) the process of needs analysis would be easier, training could be closely matched to needs, and the barriers to implementation would reduce. The school-based model, however, has its inherent limitations. If a school draws exclusively on its own resources for INSET purposes, there is a danger of parochialism. No school can reasonably be so bold as to suggest that it has nothing to learn from other schools, from professional teacher-trainers, or from educational scholarship and research. Theoretically, the school-based model can give access to this wider educational world in a consultancy mode, but that is to assume that an individual school knows what to look for and where to look for it. To some extent the hard facts of economics come into play here. The consultancy mode is expensive in human resources and cash, and thus the potential effectiveness of the school-based model becomes a function of size. There is another danger with the model which

is not necessarily a function of size; the professional development of the school as a unit may dominate the professional development of individual members of its staff, since the needs of the two are not necessarily congruent. The involvement of a partnership of teachers with teacher-trainers, L.E.A. staff and other groups of educators in the planning process offers the best opportunity of meeting the legitimate, even if conflicting requirements of the individual teacher, the school, the local Authority, and the wider national context. Co-operative planning enables the best use to be made of resources, though this is not to suggest that school-based inset will actually cost any less than other approaches.

Conclusion

The effectiveness of provision remains a central question especially when resources are limited. Yet few Authorities effectively evaluate provision. The basis upon which choice can be made between different courses or priorities is absent. Certainly the ever increasing pressures of accountability require the development of evaluation procedures. This is particularly important now that many Authorities are moving to school-based in-service education. It is as if school-based in-service work is an end in itself. It is not. This paper has considered some of the implications of school-based work and the related priorities. The recommendation to train school staff in the skills needed to develop their own in-service courses as a first step in school-based provision is a recognition of the difficulties of initiating and sustaining school-based INSET. No Local Authority should ignore these issues.

"This article draws on work recently completed for the award of a M.Sc (Management) degree of C.N.A.A. undertaken at the Anglian Regional Management Centre of North East London Polytechnic."

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PROBLEMS OF BEGINNING TEACHERS

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THE PROBLEMS OF BEGINNING TEACHERS

1. Introduction.

In this contribution I shall present some results of my research project "problems of beginning teachers".
This project was a part of a larger study that had to do with the gap between teacher training and teacher's practice. The objective of the study, which contained two parts, was to present a contribution to the development of a teacher's training curriculum based on sound research.
In the first part of that study I made an analysis of different training programs and their underlying concepts. The conclusions with regard to the objectives and the structure of these training programs (curriculum decisions) were considered as being the outcome of negotiation processes between the participants in the training. In these negotiations two major points of conflict became evident:

- various training concepts lead to differences in insight on the objectives and the structure of the training program,
- the differences in insight concerning the practical relevance of the training, i.e. the co-ordination between training and practice.

In the second part of that study, in which the problems of co-ordination between training and practice were the main issues, an inventory was developed of the problems faced by twenty-one teachers during their first year of teaching. The starting point of this analysis was that both during the training period as well as in the first years service there is a process

of role socialization. It was expected that an analysis of the problems encountered during that process would give insight in the causes of the lack of co-ordination between training and practice. On this basis a critical reflection could be made of curriculum decisions.
A qualitative research method was chosen for the last part. The collection and analysis of data was supplemented by the guidance of the beginning teachers. In part 2 of this paper you will find an explanation of the research design, in part 3 a systematic survey of the problems of the beginning teachers. Finally in part 4 some conclusions concerning the teacher training curriculum are offered.

2. Methodology.

Although lots of books and articles have been written during the last decade about the problems of beginning teachers, we still do not know much about their experiences of every day life in the school.
For example we all know that the majority of beginning teachers have problems with discipline, classroommanagement etc. However we still do not know exactly what sort of discipline and management problems they have and how these problems arise.
For effective guidance of beginning teachers it is necessary to have a more precise insight in the nature of the problems and in the way they arise.
A review of the research literature in this area which is mostley quantative oriented did, not give a satisfactory answer to these questions. So I decided to establish a qualitative analysis of these problems. A "close to practice" research design was developed. The objectives were:

a. to collect data from experiences of a group of beginning teachers to get insight in their problems of every days schoollife,
b. to help beginning teachers analyse their problems in their specific situation and help them to get grip on these problems.

For the collection of the data a structured diary and a pupil questionnaire were developed.
The diary, as shown in the appendix, was open, i.e. the teacher describes

his/her experiences in his/her own words. The choice for an open diary was based on the principle that we wanted to know which experiences were important for the teacher. The categories of the diary were the result of a comparative analysis of different studies based on the use of structured diaries. The usefulness of the diary was tested on a group of beginning teachers.

By means of the diary I was able to collect the experiences of the teachers. As you all know these experiences are coloured and not representative of what exactly happened in the classroom.

The diary only gives one part of the reality of the beginning teacher. As a counterbalance to this one side coloured description of the problems of the beginning teachers I developed a pupil questionnaire (see appendix 2).

The object of this questionnaire was to collect from the pupils information about the teachers' behavior, their partners in the teaching and learning process. Therefore the questionnaire contained questions about the quality of:

a. the subject-matter given by the teacher,
b. the communication skills of the teacher,
c. the instructional skills of the teacher,
d. the management skills of the teacher,
e. the teachers activities involving the teacher-pupil relations and the classroom climate.

The collection of the data took place during three periods of ten consecutive days. The first period was in the first half of september (most of the schools started aug. 24th). The second period began about december 1rst (the end of the first semester). The third period was in the beginning of march. During those periods the teachers completed their log every day and sent it to me. I insisted on an every-days-report in order to get insight in the everyday problems and how they arose.

At the end of every period the children completed the questionnaires and sent them to me. The teacher did not know the nature of their childrens' responses.

As soon as the information of the log and the questionnaire was complete it

was arranged and analysed. On the basis of this information every period was ended with a conversation with each teacher. These conversations had two objectives:

a. to clarify what was indistinct in the log (the information collecting function of the conversation),
b. to analyse together with the teacher what his/her problems were, how these arose and to search for possible solutions for these problems starting from the teachers' qualities and situation (the guidance function of the conversation).

For this analysis we needed the result of the questionnaires. During the conversations these results were reported to the teacher.
At the end of the whole data collecting process I had 21 casestudies. Each study was a precise and penetrative description of the positive and negative experiences of one teacher.
The next step in the research procedure was a difficult one: from case-study to generalizations. A new, more formal system of categories had to be developed, i.e. a system of categories in which I could describe the experiences of beginning teachers but less dependent from the individual experiences.
I had two requirements of that new system:

a. the system had to be close to practice; i.e. the teachers must recognize their problems and experiences although they were described in more formal concepts.
b. the system had to be complete; i.e. all individual experiences had to be covered by the system.

The procedure to develop the new categories was based on the principle of the continuous comparison of data.
Each statement of the logs was written on a card. After the recieval of the first fifty logs my two assistants and I began independently of each other, to interprete and categorize each statement. By comparing our results we came to a number of provisional categories. We repeated this process of interpreting and categorizing with every set of new items. The system of categories developed and became more precise.

This procedure was followed during the whole process of data collecting. Several times we had to redefine categories or split one category in two. Each of these main categories was split up in several sub-categories. I discussed the developed categories not only with my assistents but also with the teachers. So we came to a system of categories that met our demands.

The categories are:

1 - SUBJECT-MATTER

- 1.1 the subject-matter itself,
- 1.2 the students' command of the subject-matter,
- 1.3 the teachers' knowledge of the subject-matter and his skills in dealing with it.

2 - MANAGEMENT

- 2.1 dealing with differences in learning tempo and abstraction level of pupils,
- 2.2 the organization and execution of class activities,
- 2.3 the teachers' instruction about the organization of the instructional process,
- 2.4 organizational activities in situations of commotion in the classroom.

3 - DISCIPLINE AND PUNITIVE MEASURES

- 3.1 problems with discipline,
- 3.2 problems with punitive measures,
- 3.3 regulairities.

4 - STUDENTS PARTICIPATION AND MOTIVATION

- 4.1 problems of students' motivation,
- 4.2 students' participation,
- 4.3 students' care for their work, homework etc.

5 - CONTACTS WITH PARENTS, COLLEGUES, SCHOOLMANAGEMENT

This category was not split up in sub-categories.

6 - TEACHERS' FEELINGS

6.1 the workload,

6.2 one's failures,

6.3 one's attitudes towards the class, the school and the profession.

7 - OTHER RESPONSES

7.1 contacts with individual students,

7.2 the teachers' fysical condition,

7.3 external influences on what happens in the classroom,

7.4 responses which could not be categorized into the other categories (0.7 %).

After defining the categories I had to solve another problem: Most of the items contained more than one piece of information.

e.g. "....some students were ready with their test ten minutes before time, they started talking".

In order not to loose information, the descision was taken to arrange the items in a 7 x 7 matrix. Every item got two indicators. All items that had two pieces of information got two different indicators: (a, b). All items with only one piece of information got two equal indicators: (a, a).

e.g. "... the students had no desire to work", is coded as (4.4)".
"... the students did not start working, my explanation of the subject was to fast", is coded (1.2).

All items were arranged in the categories 1.1 - 7.7. The arrangement of the items of all group members gave us insight into the character and the frequency of the problems experienced by the teachers.

e.g. About 45 % of all items refered to discipline (all items with indication of category 3)
Category (2.3) contained 12 % of all items
Category (3.3) " 15 % " " "
Category (3.4) " 8 % " " "
Category (3.7) " 8 % " " "

My conclusion was that lots of problems with discipline were related to management problems. Only 15 % of all items were responses about discipline without any reference to other categories; 8 % of the problems with discipline had to do with students' participation and motivation and another 8 % had largely to do with conflicts with one or two students.

One has to be very careful with the quantitative interpretation of the data. The percentages only give indications. They formed for me a basis for a qualitative analysis.

The major implication of the development of the categories was that it gave us the possibility to describe the experiences of the twenty-one beginning teachers in such a way that the case-studies became comparable.
Our generalisations were based on the comparison of the case-studies.

3. Results.

In this section I will report more in detail about the problems of beginning teachers and the effects of our guidance strategy (3.5).

The introduction process of the beginning teacher can be understood as a process of role socialization. The main characteristic of this process is a change of role conception from permissive into one which is more custodial. During their training most teachers develop an idealistic conception of their role as a teacher with the following characteristics:

- emphasis on teacher-student interaction,
- emphasis on the individuality of the children,
- emphasis on the self-determination of the children.

Most of the schools practice a different conception with emphasis on:

- the responsibility of the teacher for the organization and control of the teaching and learning activities,
- a hierarchical teacher-student relationship,
- the ideology that children cannot bear responsibility and have to be disciplined.

It is clear that the role conception practised in schools largely defines the childrens' expectations of the role behavior of the beginning teacher. In situations in which there is a great difference in role expectations between the teacher and the children problems will arise.
I suggest that most of the problems of the beginning teachers can be determined as role socialization problems.
The analysis of the data leads to the conclusion that with respect to the problems encountered by beginning teachers, their first year of service divides roughly into two periods: the "threshold period", globally the first five or six months and the "period of growing up" thereafter.

The threshold period is characterized by the first confrontation with the school and the class. For most of the students it is the first time in their life they have been fully responsible for a group of children. Every mistake they make has consequences and there is no one to help them. They feel very lonely and are confronted with the inadequacy of their role conception. They reported:

" ... children want discipline measures",
" ... open situations make children feel very unsure",
" ... children only work under pressure etc".

The reality of the school largely differs from their expectations. The change in role conception starts.
The period of "growing up" is characterized by the fact that the beginning teacher feels himself accepted by the children and his collegues. They start to try out carefully what role conception will fit in the given situation. Also in their second year of service these experiments still go on. They reported:

" ... now I feel safe enough to try out things I have learned during my training".

Furthermore a distinction is made between the role socializing problems which originate from functioning in the classroom (micro-level) and those problems originating from contacts with fellow-teachers, schoolmanagement and parents (meso-level).

Most of the collected data is related to the problems of the micro-level during the threshold period. They are divided in the following groups:

1. problems with the contents of the learning material
2. problems with the organization of the teaching and learning activities
3. problems with pupil control, discipline and the establishing of rules
4. problems with the pupils' motivation and participation
5. the teacher's feelings with respect to his personal performance
6. problems related to the schoolorganization
7. problems in the relations with the individual pupil

A lesser number of experiences dealt with problems at the meso-level. These can be categorized as being:

1. problems related to the school organization
2. problems in contacts with fellow-teachers
3. problems in contacts with school management
4. problems in contacts with parents

A number of experiences that mark the end of the threshold period were identified. The results are divided into:

	threshold period	period of growing on
role socialization problems on micro-level	see 3.1	see 3.4
role socialization problems on meso-level	see 3.2	

In 3.3 I shall report about the experiences that mark the end of the threshold period.

3.1 Problems of beginning teachers on micro-level during the threshold period.

1. Problems with the contents of the learning material.

1.1 Lack of flexibility in dealing with the subject-matter.
Beginning teachers are mostly not familiar with more than one way of explaning problems the children are confronted with. If a pupil does not understand that explanation, the teacher often can only repeat himself, because of his unfamiliarity with other approaches.

1.2 Not familiair with the contents of textbooks and the hierarchy within the curriculum.
Most teachers do not have, when they start, an overall picture of the whole curriculum. They are not familiair with the relative importance of the different curriculum elements. They also do not have insight in the cohesion of these elements. Very often children reported in their questionnaires that the teacher explained everything very thoroughly and did not make any distinction between important and unimportant matters.

1.3 Not familiar with the differences in abstraction level of the children. Comment was made on:
- questions put by the teacher which were either to difficult or to simple,
- problems with home made stencils, extra tasks etc. Mostly the contents were to difficult for the children,
- the unfamiliarity of the teacher with the advance knowledge of the children,
- problems with the valuation of the children's abstraction level. This last problem was found very difficult to tackle. One of the teachers reported: " ... I start my instruction on what I think is the right level. When I feel that my instruction is not well understood, I try it again but on a lower level of abstraction. I do that till I feel they understand it".

1.4 The quantity of the subject-matter of teaching.

Many teachers reported in the beginning that they had not the slightest idea about how much subject-matter they could deal within one hour.

Very often they reported that they had not time enough to achieve what was planned. Other times it was reported that they had not enough for the children to do.

1.5 Problems with the translation of the subject-matter contents from the academic level into that of pupil knowledge.

Some teachers reported about the problems they had in the presentation of the subject-matter at the level of the children. They reported:

- "I need concrete or practical examples,
- how can I visualize these problems in order to make them more attractive to the children,
- I am looking for good examples in order to be able to relate to childrens' every-day experiences,
- I want to teach more pleasantly, I need more variation in the subject-matter".

1.6 Starting lessons for the children on a totally new subject.

Some teachers reported about these problems. Especially the teachers who had to start lessons in foreign languages like french and german and those who had to start lessons in physics.

- "... how to start the first lesson?"
- "... how to compose a test without continually repeating the same questions?"
- "... what to do during the whole fifty minutes while the children know so little?".

1.7 To have additional easy problems, tasks or games at ones disposal for the time when the class has finished its activities five or ten minutes early.

2. Problems with the organization of teaching and learning activities.

2.1 The organization of activities in mixed ability groups.

Reported was:

- "... it is very difficult to keep a group under control when differences in tempo are considerable. Children who have finished sooner than the others, mostly get noisy"
- "... what to do with children who never understand an instruction? I have not the time during the lesson to help them individually".

2.2 The organization of class-teaching.

The main problems reported by the teachers were the following:

- to start the instruction.

  "... how do you gain attention?"

  "... mostly the groups are noisy, sometimes a bit up set when they enter the classroom. My problem is to get them silent".
- the correction of the homework.

  This problem was reported by all teachers. In the beginning the main concern of the teachers was how to involve all children in the activity.

  Teachers as well as children reported that this activity often lasted too long, sometimes the whole fifty minutes. Children became bored which lead to commotion etc.

In my opinion these problems happen because:

- beginning teachers are not familiar with the group. They do not know which child is clever and which not, which always puts questions and which not, which always prepares his homework and which not.
- beginning teachers are not familiair with the subject-matter, they do not know what sort of difficulties the children have. They do not know whether a question, put by a child, counts for the whole group or only for the child himself.
- during their training beginning teachers are taught to answer

all questions of the children. So they also answer a question that is only relevant to one child and let the group wait.

2.3 The childrens' independent working.

The majority of the teachers reported that they were disappointed by childrens' dependency.

- "...my pupils cannot work independent. They continuously need my control"

"...when I give them a task, they first put questions, then they start thinking".

2.4 The last periods of the day or week.

A special problem reported by the teachers was the organization of the last periods of the day or week.

- ".. how do you organize such a lesson in such a way that the children do something without to much effort?";

3. Problems with pupil control, discipline and the establishing of rules.

3.1 Teachers' reaction on commotion in the class.

Most teachers reported that they had classes which only became disciplined when they punished.

A teachers answer on the question: What is your job?,

- "... I punish children and teach economics" is characteristic for their experiences. They also reported that they were surprised by this situation. They had not expected to have to punish so much".

Some reported that it was their only possible reaction to a situation of commotion.

3.2 Punitive measures.

Although the majority of teachers accepted that in some situations punishment was inevitible, they remained very critical about it. They did accept punishment as self-evident. They put questions like: "... what is the sense of punishment; what is a fair punitive measure; what to do with children on which the measures have

no effect" etc.

My experience was that in the beginning the teachers were so upset by discipline problems that they had not the creativity to think about the origins of these problems and about sensible punitive measures. They made lots of mistakes and sometimes took non-sensical measures.

"... I was so angry that I told them to stay at school until six o'clock. About five, some parents phoned me and asked me angrily where their child was? Later on I had lots of problems with the principal about it".

3.3 Establishing of rules.

At the start of their career most of the teachers had no idea about the childrens' expectations of their behavior. After a short period of time it became clear to them that they had to make clear guidelines with the children about their individual and group behavior, in order to maintain an acceptable working climate. Reported was:

"... it is difficult to make clear guidelines"

"... I myself am mostly the first one who breaks the rules"

"... I have to be more consistent in my behavior".

All teachers reported that they had groups that continuously tested how serious the rules were for the teacher.

3.4 The burdening of maintaining rules.

Most teachers reported:

"... maintaining rules costs sometimes lots of energy"

"... it is very tiring to forbid continuously"

The teachers reported that they had the experience that the discussion about discipline was tabu, during teacher training as well as in the school. They did not feel well prepared to face these problems. Some of them thought in the beginning they were the only one with discipline problems. They thought it was a personal failure. The discovery, in talks with me and the other group members, that they had all similar problems was a relief.

4. Problems with pupils' participation and motivation.

The main problem in this area was: how to deal with unmotivated children? After some time they experienced that the group of the unmotivated could be split into two sub-groups:

a. pupils needed to be put onder pressure by continuous control
b. pupils that had no interest at all, who did not want to participate and only waited untill compulsory education was over.

Many teachers expected to meet motivated pupils and were surprised by the existence of totally unmotivated pupils. First they thought it was their fault, but later on they understood that it was more a problem of the system as such. Anyhow the majority of the teachers did not feel well prepared to deal with unmotivated pupils.

5. The teachers' feelings with respect to his personal performance.

All teachers reported that the threshold period was mentally a very strenuous time. The development of their own professional identity was attended with many concerns, frustrations, uncertainties, disappointments and sometimes with fear.
Questions like: "... is it the right job for me?", "... shall I be accepted by the students and my collegues?" were dominant.
More in detail the feelings could be distinguished in:

5.1 Feelings of stress.

All teachers reported the first four months to be physically stressful. Especially about the last periods of the day and the lessons before week-end they reported to be very tired.
"... at the end of the day I have no longer the spirit to react alert. For this reason some groups become extra noisy".
They also reported that the preparation of the lessons took so many time, that there was no time left to relax.

5.2 Feelings about ones failures.

Although most teachers expected only a few problems, soon the

doubt to their own ability arose. Especially the revision of their opinion about classroom management made them feel unsure.

With respect to this feelings I want to make two remarks:

a. During the first couple of months most teachers had the feeling of being ignored by their collegues. No one was willing to listen to their problems or to help them. The main reaction of their collegues was: "... we all have had these problems and you will overcome them", and then the discussion was closed. Other collegues made clear that they were not interested in the teachers' problems.

b. Negative experiences tend to accumulate. Especially when the teachers were confronted with problems at the end of the day or the last day before the week-end. These experiences could be so dominant that they lead to great stress. In some cases they governed the whole way of thinking about the children, the school and their own behavior for long time. Sometimes this reaction lead to sleeplessness.

6. Problems in relations to the individual pupils.

Nearly all teachers of the group had children they could not control. They reported that in every group there were children who provoked conflicts. The majority of the beginning teachers did not know how to deal with these children. Especially in the beginning these children were a great source of concern for the teacher. Another group of children they were concerned with was the group with unadepted behavior. With this group they also did not know how to deal with.

3.2 Problems of the beginning teacher on meso-level during the threshold period.

1. Problems with regard to the schoolorganization.

   Teachers reported:
   "... I have a time-table with to much free-periods"
   "... I have trouble-some classes the last periods of the day, for my collegues did not want to teach them"
   Half the group were formmaster and had to do matters they had no experience with, like:
   "... last week I had a conversation with a couple of parents about the misbehavior of their child. The principal had told me that it depended on my judgement wether the child could stay at our school or not".

2. Problems in relation to contacts with collegues.
   Some teachers experiences the threshold period as a real rite of passage. They reported that in the beginning it was very difficult to get in touch with their collegues. On the one side this had to do with the shyness of the teachers themselves: "... in the beginning I did not dare to enter the staffroom during breaktime".
   On the other hand they reported: "... my collegues keep a distance, no one invites me for a chat. Sometimes I have the impression that they give me the cold shoulder". Other teachers reported:
   "... I am treated as a real beginner by my collegues. They try to make me afraid and continuously critizise me".

3. Problems in relation to contacts with principals.
   Most teachers reported that they had the impression that principals were only interested in discipline. The latter was the only discussion point. The majority of the teachers judged these discussions as valueless.

4. Problems with regard to contacts with parents.
   The fact that parents expected the teacher to be an expert on pedagogical problems was one of the main problems reported in this area.

The teachers felt themselves not capable to give pedagogical advices or advice about the childrens' school career etc. This made them feel insecure.

3.3 The end of the threshold period.

At the end of november, during the second period of data collection, I noticed a change in the type of experiences reported by the majority of the group:

- some teachers reported spontaneously that they felt more confident
- others reported that they were less panicstricken by situations of commotion
- some others reported that they had started experimenting with other ways of teaching.

From that moment on I tried to collect more information about this phenomenon during the conversations. My question was: what are the differences in experience between the two periods? This lead to the following experiences that mark in my opinion the end of the threshold period.

1. Experiences at the micro-level.
   - being confident that they had chosen the right job,
   - feeling familiair with the subject-matter contents,
   - having insight in the structure of most groups,
   - having the insight that you have to treat different groups in different ways,
   - being able to appraise childrens' reactions.
2. Experiences at the meso-level.
   - the feeling of being accepted by collegues,
   - the feeling of being accepted by children in their role as a teacher,
   - having insight in the culture of the school.

In my opinion the experiences mentioned before are minimally the conditions necessary for the development of a more custodial role behavior.

3.4 Characteristics of the period of "growing up".

Based on the data the "growing up" period can be characterized as follows:

- the teacher accepts himself in his professional role. The possibilities for a more personal colouring of the role are examined,
- the teacher is increasingly accepted in his professional role by his pupils, his collegues and the principal.

In relation to the teachers' role behavior on the micro-level this lead to:

- decreasing of the problems with subject-matter etc.,
- experiments with other ways of teaching and other manners of organization of the teaching and learning activities,
- decreasing of the use of punitive measures,
- acceptance of the fact that in different groups the working climate differs, i.e. they accepted that some groups are more noisy than others.

For the changes in the role behavior on the meso-level we had only a little data. The only significant fact the teachers reported in this area was that most of them became involved with activities concerning the development of the school-curriculum.

3.5 The effects of the guidance strategy on the role behavior of the teachers.

My communications with the teachers played an important role in the guidance procedure. In my opinion it is only helpful to work on problems if someone has accepted the problems to be his. For this reason the strategy of the communications was based on the principle of helping the teachers

to find a solution to the problems they had experienced in their situation. It was the teacher who decided which problems should be analysed. For these analyses they used the survey of their experiences and the information of the questionnaire.
During the last conversation in april, I asked the teachers to report what they themselves had experienced as the effect of the completion of the diaries, the information about the results of the questionnaire and the conversations. Striking was that the teachers had clearly different preferences for the type of guidance.
Some of the teachers reported that the diaries had been very helpful in clarifying their problems and that they did not need the questionnaires and the conversations. Others reported that the questionnaires especially had been very helpful to them and that the diaries were not necessary. But most teachers reported that the conversations had played an important role in their development, especially during the first period. In that period they badly were in the need of talks with someone about their problems.
The majority of the teachers had no contacts in the school. As the teachers felt more at home in the school this need lessened.
Finally all teachers reported that in their opinion their participation in the project had been very helpful for a faster development of their teacher role behavior.

4. Some conclusions.

In this section I shall report the conclusions of my research on the problems of beginning teachers and relate them to them to the teacher training curriculum. All conclusions and recommendations with respect to the curriculum decisions were based on the data and our discussions with the teachers; i.e. after the analysis of the teachers' problems we tried together to find out how to tackle these problems. In these discussions the question was put constantly wether the training had prepared them

to face these problems and if so, to what extent. If not, we discussed what should be added to the teacher training curriculum.

My general conclusions with respect to the curriculum were:

1. In the teacher training curriculum too little attention was paid to the preparation for the beginning teachers during the threshold period. The curriculum decisions were more directed to the knowledge and skills that were relevant for the "growing up" period than to those for the threshold period.
2. There is a clear difference in conception of teachers' role between teacher trainers and the average schoolstaff. It is evident that during the training the teacher trainers' conception of the teachers' role functions as a model and will be reinforced by the children. As a consequence, this is one of the reasons why most beginning teachers have to change their conception of teachers' role.

I have worked out my first conclusion as follows:

1.1 A large part of the problems of beginning teachers during the threshold period is caused by their failure to master the subject-matter at school-level.

1.2 The traditional organization of lessons-control of homework, instruction about the new task, individual working on the new tasks-contains so many obstacles for the beginning teacher during the threshold period, that it is self-evident that some of them will fail.

1.3 The majority of beginning teachers had not learned how to deal with situations of poor-discipline.

1.4 Most of the beginning teachers were not prepared on how to deal with unmotivated children.

We have formulated recommendations how to tackle these problems. The next step in my research project will be to develop together with trainers and teachers new curriculumelements or to change existing ones in order to prepare future teachers better for their beginning teachersrole.

Amstelveen, 26-8-1982.

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PROJECT: The beginning teacher PROJECTLEADER: J.H.C. Vonk

Page 1 Name: Date: number:

	period	form	What teaching-and learning activities did you plan for this lesson	What went according to plan and why did it?	What did not go according to plan and why did not it?
1st period					
2nd period					
3rd period					
4th period					
5th period					
6th period					
7th period					
8th period					

Appendix 1
Structured diary

Project: The beginning teacher

Page 2 Name: Date: number:

General Information	A. Positive experiences	B. Negative experiences
II Indicate in general terms how your teaching went today and organise your impressions in the columns under A and B.		
III How did you feel today? Could you register your emotions in the columns under A and B. For example: satisfied/disappointed/relaxed/excited/well - rested/tired/self-confident/uncertain.		
Detailed information		
IV What were your experiences today in dealing with individual pupils?		
V What experiences did you go through today in dealing with the class as a whole?		

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Project: The beginning teacher

Page 3 Name: Date: Number:

VI What did you experience today in your contacts with colleagues, parents, the management of the school etc.?		
VII What were your experiences today in carrying out tasks like teaching stand-in periods, invigilating, out-of-school activities, mentor-activities etc.?		
VIII Are there any experiences that are important to you that you have not yet mentioned?		

Learning experiences/ Learning needs	What did you learn today?	What would you still like to learn?
IX Could you indicate on the basis of your experiences today what you have learnt: what you still have to take into account or have to reckon with from now on? What would you like to talk about with someone or what would you like to learn?		

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Appendix 2

Pupil questionnaire

I am in the ..... form

I am a girl/boy.

Part A: OPINIONS ABOUT THE SUBJECT	AGREE COMPLETELY	AGREE	DO NOT KNOW	DISAGREE	DISAGREE COMPLETELY
1. I like this subject.	1	2	3	4	5
2. I find this an easy subject.	1	2	3	4	5
3. I think this subject important.	1	2	3	4	5
Only for forms 1 and 2: 4. I consider studying this subject for my A levels.	1	2	3	4	5
Only for the forms 3 and 4. 5. I am going to take this subject at A level.	1	2	3	4	5
Part B: OPINIONS ABOUT THIS TEACHER					
6. This teacher speaks clearly.	1	2	3	4	5
7. This teacher uses comprehensible language.	1	2	3	4	5
8. This teachers asks questions I understand.	1	2	3	4	5
9. This teacher answers pupil's questions.	1	2	3	4	5
10. This teacher encourages pupils to aks questions themselves.	1	2	3	4	5
11. If your answer is wrong this teacher reformulates the question.	1	2	3	4	5
12. If you do not know the answer to a question this teacher passes the question on to another pupil.	1	2	3	4	5
13. This teacher explains problems so that I understand.	1	2	3	4	5
14. If you do not understand, this teacher explains again in different words.	1	2	3	4	5
15. This teacher listens well when you tell him something.	1	2	3	4	5
16. This teacher tells us beforehand what we are going to do in the lesson.	1	2	3	4	5
17. This teacher deals with one difficult problem per lesson.	1	2	3	4	5

	AGREE COMPLETELY	AGREE	DO NOT KNOW	DISAGREE	DISAGREE COMPLETELY
18. This teacher asks pupils to explain problems to do with the subject-matter themselves.	1	2	3	4	5
19. If this teacher asks you to do something he is very exact in telling you what to do (assignments during lesson, homework).	1	2	3	4	5
20. If you disagree with this teacher about the procedure(s) in class he is willing to discuss this with you.	1	2	3	4	5
21. I get along well with this teacher.	1	2	3	4	5
22. If you have personal problems this teacher is willing to talk them over with you.	1	2	3	4	5
23. If this teacher punishes you, you deserve it.	1	2	3	4	5

Résumé

Cet article est un résumé des résultats d'une recherche qualitative sur les problèmes d'une groupe d'enseignants débutants. On y trouve aussi bien le compte-rendu de la méthode de recherche qu'une classification des problèmes. Spécialement les résultats de cette classification sont importants pour l'évaluation du programme de formation des enseignants.

P R O J E C T :

"T E A C H I N G B Y E X P L A I N I N G" E X P L A I N E D

THEO OUDKERK POOL

A T E E - S E M I N A R

RIBE - DENMARK

March 5 - 6, 1983

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P R O J E C T :

" T E A C H I N G B Y E X P L A I N I N G " *E X P L A I N E D*

1. Teaching is a very complex Whole of actions.
   Most of the research in educational psychology is emphasizing the learner and his actions in the teaching/learning process.

   We have the intention to do research concerning 'changes in teaching'. The point of departure in the research is the teacher as 'the learner': in his career the teacher will change his teaching (maybe his attitudes, skills, knowledge and so on too) as results of learning processes.
   But this is specific (adult) learning in a specific (school) situation.

2. The teacher (as a learner) acquires the first level of professionality during the teacher-training on college (three or four years training).
   At the end of this initial training the teacher has a certain 'pattern of structure in actions', which is the basis of his teaching.

   The first assumption is that during the career of the teacher a qualitative development of this structure in actions will take place and can be observed.
   The main question is: "What kind of learning (processes) are obvious to provide this development?"

   The second assumption is that if we know more about the differences between personal professional developments of teachers (see also George Chadwick's paper: "Contributions towards a framework for an inservice-policy."), that we can organize and can program (in a more adequate manner than before) inservice-

training (or: continuing education) for the teachers relevant to their personal needs-assessment.

Important - from the point of view of the learning psychology - is how teaching can be seen as 'change of behaviour'.
During the career there can be a development from an intentional activity to an autonomous activity (more or less):

* an autonomous activity wherein the characteristics of the actual actions have been caused by fieldfactors and material-conditions as they are powered by the teacher (as a subject) in the teaching/learning situation(s);
* an intentional activity wherein the actions of the teacher are planned by knowing what can happen in the actual situation and in a very conscious attitude concerning what/how to teach.

As an example of 'general teaching' we want to study how a teacher is learning the ability to explain something, and second: what kind of development can be recalled that as a learning process was displaying during his career?

'Teaching by explaining' can happen without making use of an explicit theoretical model (of didactic steps). The teacher "is explaining something" and the children will bless his actions for Good luck from heaven.

But 'teaching by explaining' you can also have the possibility wherein the teacher is using a didactic model wherein the steps for "explaining something" have a logical and psychological sequence.

The research question here can be: "In which way can we speak about the art of teaching ("God bless you") in the opposite to the technology of teaching ("science helps you").
From the point of the research(er) is important:

"What kind of influences can be factors to the qualitative development of teaching during the career of the teacher?"

We think there are several possibilities:

* personal circumstances for making the choice to become a teacher - and later on - to make a judgement about your own profession from "dull" to "challenging" (research to motivation as a basis for specific learning in a specific situation);
* existing situations and circumstances in the school and the environment where the teacher is coming to teach: these conditions can be a positive factor ("stimulating to changes") or a negative factor ("hindering to changes") for the development to professionality (research to conditions as a basis for specific learning and so on);
* recommending situations derived from innovation-movements, that the teacher can study by reading his profession-literature, can know by being at educational meetings and conferences, and so on (research to extern stimuli);
* personal ideas to change teaching and in the case of improvement to try other and more difficult teaching approaches (research to intern stimuli)

(We think:)

The teacher, having an entering behaviour of professional ability, will change this behaviour during his career into a "certain final" behaviour. That is his personal professionality: some of the teachers are after a few years of teaching 'ready' (they don't learn any more or less), other teachers do never stop the process of development. The latter are the real professionals.

3. We want to know more about changes in professionality - and that is focus of the research:
   * in general - What is a careful process-survey from the 'entering behaviour' (as the initial stage of professionality) to 'final behaviour' (after twenty years of teaching)?

* in specific - What is a process-survey as we study the professional ability "to explain something"?

Now the researchquestions are:

1st - How can be described the learning processes to the more qualitative forms of teaching over a course of time in a period of twenty years teaching?

2nd - Can certain patterns in the learning processes be recognized,
so that you can decide that there are phases in development of the professionality,
or
are the learning processes such an individual-focused and situation-moved happening that you never know the direction of the development of the professionality?

3rd - What are structures of influences by how you can make clear the learning processes as happened?

and from these three questions we come to the important number four:

Can the teacher come to a point of self-reflection/ self-evaluation (as an ability) in such a way that he can express in clear language what his needs are for further development of his professionality?

4. This study will take about two years. First we want to describe a more theoretical study about professional development. And after that, the directions for empirical research are as follows (a tentative research design):

A. * 10 teachers, being in the inductionperiod of their professionality (the first two years),

* 10 teachers, being in the period of routinization of their professionality (5 till 10 years practice),

* 10 teachers, being in the period of "old soldiers never die" (20 years practice).

B. We'll develop a large structured interview (the first try-outs we did).
We'll develop an observation-possibility to study the ability "explaining something".
We'll develop a structure for a final discussion-interview that will take place two weeks after the first interview and the observation.

C. We have to design ("work on paper") what we can do with the data-collection.

D. Theoretical studies will start in Spring 1983.
Empirical research can start maybe in Fall/Winter 1983/1984.
First results are ready in Spring 1984.
The report can be expected Summer 1984.

(given common sense, health, good luck and from time to time a flash of inspiration, but you never know what a brain-wave can do along the beach of Ribe.)

G.F. CHADWICK

CONTRIBUTIONS TOWARDS A FRAMEWORK FOR AN IN-SERVICE POLICY

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1. A possible framework

The literature on in-service teacher education is voluminous. There are more then 1,500 documents on the subject entered in the ERIC system[1] as well as hundreds of articles reported in the Current Index to Journals in Education and the Education Index. Added to these are the yearbooks of various education organisations,[2] books and other collections of writings on the subject and uncatalogued papers and reports too numerous to mention.

Despite the magnitude of the literature, there is only a handful of work that might be helpful when making policy decisions. What is lacking is a really usable framework of approaches to in-service education. The first attempt was in 1957 when Berge, Harris and Walden,[3] surveyed several hundred school districts across America, and arrived at three categories of in-service education : (a) centralised in which in-service is initiated and conducted by persons in the central office of the school system; (b) decentralised in which in-service is the responsibilities of the local school staff themselves; and (c) centrally co-ordinated in which local programmes are co-ordinated and assisted through the central office. This rather simplistic analysis touched only upon the political structure of in-service activities - who initiates and controls what.

In 1966 the National Education Association in America compiled a list[4] of nineteen different types of in-service teacher education: classes and courses, institutes, conferences, workshops, staff meetings, committee work, professional reading, individual conferences, visits and demonstrations by outside parties, field trips, travel, camping, work experience, teacher exchanges, research, professional writing, professional association work, cultural experiences, and community organisation work. The list is comprehensive - but to the point of uselessness. Virtually everything a teacher does inside school or outside, constitutes in-service education!

Edelfelt[5] reviewed several hundred sources in the ERIC system from 1973 and 1974 and came up with a list of twenty types of in-service education. It is interesting to note the new arrivals, many of them based on technological developments and their application to education: teacher centres, minicourses, microteaching, simulations, role playing, videotape analysis of teacher behaviour, and television lessons. The list is still just a list; there is no order to it, no sense of the relationships among the different 'types' of in-service education.

In 1976 Edelfelt[6] attempted to develop a better understanding of in-service education by making some distinctions among its purposes and identifying some of the factors that influence different types of in-service education: factors such as setting, process, legal sanction, responsible agent, rewards and motivation. Table 1 presents the results of his effort. It lays out purposes and conditions in a matrix and helps to juxtapose the different factors influencing in-service education.

The matrix offers a comprehensive view of in-service education designed to be of help to policy formulators - particularly in its suggestion that there are five distinct purposes or aims for in-service education :

- degree or credential orientated
- school improvement
- professional advancement
- retraining
- personal professional development

About the same time that Edelfelt was developing his matrix, Joyce, Howay and Yarger[7] in their study of in-service education in America, developed similar categories or modes. They also identified five categories : job embedded, job-related, credential-orientated, professional-organisation-related and self-directed. For each context there is a corresponding role which the teacher plays : an employee of a school, a colleague of other teachers, a student of higher education, a member of a profession, or an individual craftsman. The five modes are defined as follows :

Job Embedded : Learning about teaching through 'performing the task of teaching and interacting informally with other teachers'. Joyce et al suggests four modes of job-embedded in-service education : 'Committee work for programme planning and organisation, team teaching, interaction with consultants, and professional reading and curriculum analysis. It is essentially work that is a 'byproduct of a regular school activity' that has 'unity with the teacher's job' and accomplishes 'several purposes at once'.

Job Related : 'Training that is not strictly a part of the teacher's job ... most traditional and widely used types are college courses and workshops

Table 1

Purposes and Conditions of Inservice Education*

Purpose	*Process*	*Setting*	*Legal Sanction and/or Administrative Authority*	*Responsible Agency and/or Standard of Control*	*Reward*	*Motivation*
Degree, credential, licensure	Formal college or university study	College or university campus, extension center	State law, state board policy, state department regulation, state professional licensure commission regulation	State board policy, state department regulation, state professional licensure commission standard	Degree, credential, license, better job opportunities	Legal and professional requirement
School improvement	Workshops, local seminars, analysis of professional practice with help	School district, teacher center, professional development center, training complex, school building, teaching station	Local school board policy, special state or federal legislation	School district policy, collective-bargaining contract	Improved school program, personal satisfaction, parent satisfaction, student satisfaction, salary increment	School board or district requirement, collective-bargaining contract
Professional advancement or promotion	Formal and informal study of teaching, administration, counseling, etc.; internship	College or university campus, extension center, school district, teacher center, professional development center	School district policy, state law or regulation	School district criteria, state certification requirement	Qualification for better position, employment in better position	Requirement set by local and/or state agency
Retraining for new assignment	Courses, workshops, institutes, special training in new level or subject	College or university campus, school district	School district policy, state law or regulation	School district criteria, state certification requirement	Qualification for new position, employment in new position	Requirement determined by job, state certification requirement
Personal professional development	Choice of individual teacher	Setting appropriate to choice	None; but personal standards and peer pressure influence development	Personal/professional standard	New knowledge, improved competence, self-satisfaction	Personal desire or commitment

*Adapted from "Inservice Education: Alive with Interest, Fraught with Problems" by R. A. Edelfelt, *Inservice* (Newsletter of the National Council of States on Inservice Education), Vol. 1, No. 2, September 1976, pp. 2-3, 9

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(school or college). 'A group of teachers working together, with a leader and perhaps some resource persons, on problems the group is interested in solving. This activity is 'often held after school hours' and may not be responsive to teachers' needs. Other forms include teacher exchanges and visits - teachers centres and training packages. The idea is 'that teachers should be able on their own initiative and at their own discretion and convenience, to go to a place at or near their school where they can interact with their colleagues and engage in supplementary training'.

Credential Oriented : In-service education oriented toward 'acquiring professional credentials'. The context is very similar to pre-service training in that the 'teacher is cast in the role of a student of higher education who takes courses and perhaps pursues a degree'. It is not necessarily related to the specific goals of improving teachers' classroom performance. 'Oriented toward college credits ... receipt and renewal of ... certification, salary increments and working in non-classroom jobs'.

Professional Organisation-related : In-service training taken on by the profession as a professional responsibility as part of that profession's controlling and maintaining the quality of its membership. Professional organisations, sponsor training opportunities such as conferences and workshops. It also includes the dissemination of knowledge and research findings in professional journals.

Self-Directed : 'Professional development that the individual teacher himself' or herself fulfills. In this mode 'teacher is seen as a self-motivated craftsman or professional who is interested in maintaining the currency of his (or her) skills and knowledge'. It may be for application in classroom, to keep abreast of the developments in major fields, or for personal satisfaction. It includes 'released time with pay to pursue training, sabbatical leaves' ... courses not connected to a degree or credential and .. professional reading'.

There is much in common between the approaches of Edelfelt and Joyce. Both offer a framework for an in-service policy. Any employing Authority could point to its in-service activities and show that some are taking place in each category. This is not the point. The framework offers teachers a view of different types of development open to them. If used by an employing Authority it would also show teachers how much support and what type of support the Authority would give teachers in each category and why. It establishes priorities. The present 'ad hocery' in provision is confusing and contributes to the scepticism about in-service education felt by those outside the profession - as well as by some within it.

2. The in-service framework in a Local Authority in England

The task for any Authority is to set the various in-service requirements of schools, the Advisory service and the Teachers Centre within a framework which will allow the Chief Education Officer to demonstrate to his Committee and his colleagues in the education service in the Borough that the professional requirements of teachers are being met. The lack of precise records in Authorities means that an assessment of the present state of in-service education using Edelfelt's framework may be extremely difficult. A few points can be made.

Edelfelt refers to 'school improvement' as one of his five purposes of in-service education. Investigations into one Local Authority demonstrates a strong commitment from teachers to establish school-based in-service education as a priority in the Borough. A review of in-service work in the Authority indicated that only a small part of the in-service work done is directed to 'school improvement'. The proportion is certainly not greater than 10% and is probably as low as 4-5%. Resources are deployed in a very different way to that in which teachers would like them to be used. Quantification of this type using the framework focuses attention on issues such as this and promotes a more constructive debate on the use of resources than is otherwise possible.

'Retraining for new assignments' must become an increasing priority over the next five years. Not all Authorities have an appraisal of present staff expertise linked to projected school curriculum needs over the next five years.

Shortages are often difficult to quantify in terms of teachers since the subjects often disappear from a class timetable or are reduced when staff are not available. The curriculum becomes distorted to some degree to match the skills of teachers in post - unless retraining is available.

The DES National Secondary Survey[8] refers to the lack of match between supply and current demand in respect of teachers who can offer particular specialist strengths. The number of unfilled vacancies is particularly large in the case of mathematics, physical science and design technology. This lack of match would become more marked if, as the Report recommends, the curriculum were modified to increase provision for certain subjects. For example, if science were to be provided for all pupils up to 16, some 20% more science teachers would be required than we have at present, and even when falling rolls eased the situation, many schools would still need additional science teachers. Proposition 9 of 'A view of the Curriculum'[9] argues a strong case for a modern language in the education of all pupils and concludes that a substantial improvement on present provision in modern languages would require an enlarged supply of specialist teachers. The longer term problem of teacher supply is

therefore potentially more serious than the present one.

A distinction must be drawn between the "overt" shortage and the "hidden" shortage resulting from the professional inadequacy of teachers of particular subjects. Paragraph 4.2.11 of the Report[10] discusses issues raised by this second form of shortage: it points to the lack of match between the teachers' qualifications and what they teach, demonstrating this lack as particularly evident in physics, religious education, metal-work, needlework, English and mathematics. This category can be extended to include teachers who were trained for a different age group of pupils or whose initial qualification, though nominally in the subject for which they are responsible, confines them to operating at the limits of their knowledge and competence and perhaps beyond them. In the particular case of science the Report suggests that all those teaching it should know something of all three main science subjects[11] : currently "many teachers are specialists in physics, chemistry or biology, knowing little of the other two sciences and have no desire to teach them."[12] This and other instances of "hidden" shortage exemplify a need in both the short and longer term for suitable in-service education and training.

The concept of a balanced curriculum is an important educational issue and has not been given the attention it deserves. Educators are arguing what a balanced curriculum should look like and to what content areas, skills and ways of thinking children should be exposed. Failure to achieve this exposure for all children has obvious economic consequences when we consider shortages of scientists and engineers : it also has social consequences. The children who "lose out" on the shortage subjects are frequently those from lower social groups and so the pattern of inequality of educational provision continues. The only way shortage subject problems will disappear will be through clearly developed policies and incentives to teachers to change their specialisms and to become generally more adaptable. There are obvious implications in these points for the type of in-service provision needed. The mere existence of this category within an accepted framework would require information and discussion : a great step forward on the present position.

"Personal professional development" is a very important dimension. It relates essentially to the growing demands made on teachers in their existing work. There are a wide range of social and technological changes affecting teachers' jobs and demanding more of teachers. This can be illustrated by considering changing attitudes to the disadvantaged. Amongst the social forces affecting schools in recent decades has been the movement by social and ethnic minority groups, the handicapped and more recently, women, to secure equal educational opportunity. The effects can be seen in various Government reports such as

Newsom,[13] Plowden[14] and Warnock[15], which have increasingly emphasized positive discrimination and the need for improved teacher awareness to effect equal educational opportunity. These reports have also drawn close relationships between equal opportunity and the school curriculum emphasizing the need to give increasing attention to not only what is taught but the way it is taught. Teachers starting their careers in the 1950's and 1960's could not have foreseen the nature of the changes; certainly our training institutions did not. Undergraduates were being trained for a fairly static society. Now supporters of multi-cultural education want all children to be taught about cultural diversity, to learn respect for all people, regardless of race or ethnic origin. The common aim of these movements is to eliminate discrimination. It is also to infuse the whole curriculum with materials and instructional strategies that accept the value of diversity and illustrate the contribution of both sexes and different social and cultural groups to history, literature, science and music. To accomplish these goals requires changes in the school curriculum and in teachers' attitudes where frequently much of the bias resides. In-service education is a critical element for change since it can reach the massive teaching force already deployed in our schools.

Major changes are also being proposed for children with learning difficulties and much of what is beginning to happen in this country stems from the initiatives undertaken in America and embodied in the Education for All Handicapped Children Act of 1975, called by Corrigan "The most important piece of educational legislation in this country's history."[16] We have not gone quite as far along the road as have the Americans. Nevertheless there are already signs in our schools of an attempt to meet goals similar to those outlined in the American Act of 1975 which specifically sets out that :

> "all handicapped children must be placed in the least restrictive environment, compatible with their needs, i.e. as far as possible into the regular classroom. From this requirement comes the term increasingly coming into education use - mainstreaming.
> Parents have the right to a hearing to challenge the identification, evaluation or placement of their child as handicapped and the right to appeal.
> Each child has the right to a personally developed educational programme which is to be reviewed at least once a year."[17]

Few of our teachers have undergone any training or preparation which should help them work with handicapped children in their classrooms.

A wide range of specific skills are necessary if teachers are to discharge

these responsibilities :

How to identify children with learning difficulties
How to evaluate their needs
How to develop individualised educational programmes
How to work with children with learning difficulties in the classroom, looking after their physical, emotional and educational needs
How to work with special support personnel
How to use the special equipment and facilities which will be necessary if the full educational potential of these children is to be developed.

All children with learning difficulties have a right to expect this treatment in schools and these skills are needed by all teachers. They require considerable investment in in-service teacher courses.

In many ways Authorities do establish a position on the issue of "professional advancement". Courses for senior personnel operate and there are courses in school administration for staff at or near the promotion point. Any in-service activities undertaken by a teacher may improve prospects of professional advancement.

The problem teachers face is that they are often not sure which courses might lead to what - not a satisfactory position if you are proposing to give three years of your life to it. Authority policy and priorities often go unstated.

"Degree credential" is a category which could be and often is used in conjunction with other parts of the framework - for example senior personnel studying for a Diploma in Management Studies, teachers taking a B.Ed or M.Ed. qualification. However there is room for further development. Many teachers are non-graduate. Entry to the profession is now all graduate. The flexibility of award bearing courses is such that negotiated school based developments could be linked to the awarding of a degree or advanced diploma. This would be an added incentive to the development of school-based work.

Many Authorities deal with in-service developments in an ad hoc way. A strategy is absent. A review of activities against a framework such as Edelfelt's would clarify the picture, quantify what is being achieved under each section and facilitate discussion and decision on future directions and priorities to take place.

CONCLUSION

This paper has argued that Local Authorities should institute a framework based on proposals such as Edelfelt's defining the different purposes of in-service education. This would allow a clear picture to be given of the ways in which the professional requirements of teachers are being met. It would also permit Authority priorities to be identified and discussed by those affected either as providers, clients or 'fund finders'.

1 Educational Resources Information Centre

2 There are various yearbooks e.g.
Education Yearbook
National Society for the Study of Education

3 Berge M et al "Inservice Education programmes of Local School Systems" in "Inservice Education for Teachers" ed N B Henry part 1 p 197-223 Chicago 1957 the National Society for the study of education

4 National Education Association "Inservice education of teachers" 1966 ERIC ED 022 7289

5 Edelfelt R A "Inservice teacher education - sources in the ERIC system" ERIC ED 099 308 1975

6 Edelfelt R A "Inservice education - criteria for Local Programmes" Western Washington State College 1976

7 Joyce B R et al "Inservice teacher education concepts Project Report No 1" Palo Alto California 1976 pp 14-18

8 Department of Education and Science" Aspects of Secondary Education in England" HMSO 1979

9 Department of Education and Science "A view of the Curriculum" HMSO 1980

10 ibid

11 ibid

12 ibid

13 "Half our future" (the Newsom Report) Central Advisory Council for Education HMSO 1964

14 "Children and their primary schools" (The Plowden Report) Central Advisory Council for Education HMSO 1967

15 "Special Educational Needs" (The Warnock Report) Report of the Committee of Enquiry into the Education of Handicapped Children and Young People HMSO 1978

16 Corrigan D C "Political and Moral Contexts that produced Public Law 94-142" in Journal of Teacher Education Vol 29 No 6 1978 p.10

17 Education for All Handicapped Children Act (Public Law 94-142) in Vol 89 of Statutes at Large pp 773-96

SECTION THREE

INTERVENTION STRATEGIES

PROFESSOR K. SPELLING

SELF-FORMULATED STUDY-CIRCLES AT THE ROYAL DANISH SCHOOL OF EDUCATIONAL STUDIES

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Self-formulated Study-Circles

at

The Royal Danish School of Educational Studies
DANMARKS LÆRERHØJSKOLE

Self-formulated Study-Circles are part of the in-service training carried out by Danmarks Lærerhøjskole (abbr. DLH).

A group of teachers from the same school or a group of teachers teaching the same subject can send in an application to DLH for the formation of a Self-formulated Study-Circle. The group must - as part of their application - formulate their special subject and give a description of the content. The content must have a pedagogical aim and preferably be the starting point for an educational developmental work at the school. The Study-Circle must not be a merely debating society, it must aim at developing an improvement at the school in the area in which the Study-Circle is working.

If a Self-formulated Study-Circle is recognized by the DLH authorities, a consultant who is a researcher and/or a lecturer at DLH will be attached to the group. A great independent activity is expected from the teachers in the group. Process and product are agreed upon in the group and with the consultant.

In most cases, but not in all, the parttaking teachers will get a compensation for some of the time used in the Study-Circle. This compensation will take the form of fewer working hours at school.

Besides the headquarters in Copenhagen DLH has seven branches, in Aarhus, Odense, Aalborg, Skive, Haderslev, Esbjerg and Vordingborg. The beginning of Self-formulated Study-Circles was made in the mid-seventies and an extension has been seen since then.

The numbers of Self-formulated Study-Circles in the different branches have been as follows:

	76/77	77/78	78/79	79/80	80/81	81/82	total
Aarhus	23	7	7	9	13	17	76
Odense	1	2	3	1	5	1	13
Aalborg	15	7	8	10	3	11	54
Skive	0	0	2	0	0	2	4
Haderslev	0	0	0	0	0	0	0
Esbjerg	0	3	3	3	3	2	14
Vordingborg	3	3	4	5	20	21	56
København	0	0	5	4	7	7	23
A special dpt.	1	0	2	1	2	2	8
Total	43	22	34	33	53	63	248

The lack of economical resources in the coming year will certainly result in a stagnation or even a decline in the numbers of Self-formulated Study-Circles.

As to the contents and aims of the Self-formulated Study-Circles they are characterized by a great variety. I shall give some examples of this:

Didactics and methodology in an Open School
Problems in co-operation between teachers
Psychotic children in normal schools
Problems in connection with breach of discipline
Drop-out problems
Project-orientated teaching
The therapeutic use of music for handicapped children
The use of educational theories in school practice
Computer assisted learning
Teaching of children with foreign languages
Workshop teaching
The school and its opening towards the environment
Alternative teaching in infant school
Alternative teaching in grade 10
The use of computers in special education

Integration of subjects
Differentiation in the teaching of English
Developmental work in mathematics
Local history.

As mentioned before the Self-formulated Study-Circles will be in many cases the basis for innovative work at the school, and often this will happen in connection with the Government's Board for Educational Development. This board will usually give economical support to the project. The tendency of connecting the work in Study-Circles with a following developmental project has been considerably stronger in the last two or three years.

The weak point in the work with Self-formulated Study-Circles is without doubt the problem of evaluation. It is usually carried out by the parttaking teachers and the consultant, but almost always in an informal way, and there has been no consideration about a more comprehensive and formal evaluation of this side of DLH's in-service programmes.

The question of evaluation of and research in educational in-service training is a very general one, found in all countries working with in-service training of teachers.

It was clearly pointed out at the Council of Europe workshop in Strasbourg in October 1980 that very little is known in fact about the effectiveness of all the different sorts of in-service training carried out on a very large scale in many countries. As Cruickshank says: "Until in-service teacher education is examined more closely we can only talk about what we think we know".

Personally I believe that the combination mentioned above, where a schoolbased study circle with a researcher as a consultant is followed by an educational developmental work at the same school among the same teachers regarding the issue treated in the Study-Circle, is the most effective, most stimulating and most motivating form of in-service training for teachers.

I shall give an example from one of our normal schools in Odense, where this procedure has been used. In order to make

this case study understandable it may be necessary to mention the following: In Denmark there is a tradition for a decentralized school system. A great freedom has always been given to the individual teacher to plan and organize his own teaching. Great freedom must be attended by great responsibility and so there is a need for a comprehensive and qualifying programme in further teacher education. Therefore, further education becomes an integrated part of the teacher's work.

At a certain school in Odense with grades 0-10 the teaching staff decided that they would try to create a better school. They had been experimenting for many years in different ways and now they found that time had come for an experiment on a larger scale for grades 7 and 8. If an experiment in a Danish Folkschool demands an exemption from the rules of the Education Act it is necessary to send a well-founded application to the Government's Board for Educational Development (Folkeskolens Forsøgsråd, abbr. FF).

What the school wanted to do as a part of their innovative work was the following:

The normal timetable - splitting the schoolday up in five to seven different lessons - was considered a hindrance for school-work outside the school itself (contact with the surrounding world) and also a hindrance for a really thorough treatment of the different subjects. The pupils must experience that school-work is a continuously progressive process where the connection between the work in school and the surrounding world is obvious. Correspondingly the teaching should as a main rule be organized in the following three forms:

project-organized
subject-organized
course-organized.

During the past couple of months the study circle with the help of their consultant teacher from DLH formulated their application to FF. It should be mentioned that I together with my two consultants from FF have had two meetings with the school authorities in Odense and the headmaster and chairman of the teachers' council from the school concerned.

The application which turned out to be very well argumented was finally sent through the different authorities to the Ministry of Education, where the FF is an advising committee. The Board then considered the application and the necessary exemptions from the Law were given. An amount of DKr. 172.640 was granted. This amount was earmarked in such a way that 14 teachers involved should use two hours per week for planning and collection of data, while the rest of the money should be used mainly for secretarial assistance. The school authorities in Odense gave extra DKr. 45.000 for special materials, cost of conveyance etc.

The project has been running through the school year 1981-82. In the FF we follow the project closely. Although it has not been without problems it seems to succeed reasonably well.

Of course, a more detailed plan for the work can not be given here, but according to the considerations in the application from the school the overall purpose is to give the pupils and the teachers a better possibility of serving the purpose of the Folkschool, § 2 in the Education Act:

"1. It is the task of the Folkschool in co-operation with the parents to give the pupils possibilities of acquiring knowledge, skills, methods of work and ways of expressing themselves which contributes to the all-round development of the individual pupil.

2. The Folkschool must in its whole work try to establish such possibilities of experience and self-activity that the pupil can increase his wish to learn, to display his imagination and train his power of independent judgments and attitudes.

3. The Folkschool prepares the pupils to participating and having a voice in a democratic society and to joint responsibility in the accomplishment of collective tasks. Therefore, the teaching in the school and the daily life there must be built on intellectual liberty and democracy."

Another goal is to fulfill in a better way the § 16.4 in the Education Act:

"The more explicit planning and organization of the teaching, including choice of teaching methods and syllabus, must take place to the greatest possible extent in co-operation between the teacher and the pupils."

There are three reasons why I think (and I mean to have experienced so) that the teachers' parttaking in developmental work and innovation in schools (under guidance and supervision) is the best form of in-service training of teachers.

1. The work will usually take the form of action research, where not all details are planned beforehand and where changes in the work can be directed by the results which are found during the course. This means that education and research are intimately connected from the very beginning.

2. It is reasonable to ask: How would a teacher in any other situation be able to learn more about his job than in this very situation, where he is in close contact with an educational researcher and on equal footing concerned with a meaningful developmental work in his own school?

3. This point is specific for Denmark. On DLH the scientific workers have as a part of their work the duty to work with educational research, developmental work and innovation in schools.

As to problems in the activities most of them are of course connected with shortage of money and staff like most places. However, I should like to mention a little more detailed two problems in connection with the work of FF:

1. In the FF there is not sufficient qualified staff to make a proper evaluation of the about 100 experiments per year (most of them running for 3 years), which we have to estimate, supervise and control. In fact, we are not too sure whether it should be a good thing to do if we were able to, because our co-operation with the schools rests on mutual trust. In some cases the schools are in connection with for instance educational psychologists who can help them making their own evaluation. In short, evaluation is a domain holding many uncertain factors for us.

2. Every school working with innovation and developmental work in co-operation with the FF has to deliver a report, usually quite extensive, after each year of the project. Our problem is that although the reports are sent to all educational centres and although there is a notice every week in "Folkeskolen", the Teachers' Union weekly, about some project or other, dissemination is a partly unsolved problem.

K. Spelling

ERIC O'HARE

L.E.A. TEACHER FELLOWSHIPS

CENTRE FOR EDUCATIONAL RESEARCH
& DEVELOPMENT
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CENTRE FOR EDUCATIONAL RESEARCH AND DEVELOPMENT
UNIVERSITY OF LANCASTER

The Centre for Educational Research and Development is one part of the Educational Research complex at the University of Lancaster. CERD's major aim is, through its various activities, to bring about closer relationships between the educational research and school teaching communities. It does this by operating in a responsive way to the expressed interests of individual teachers, schools and LEAs, and by initiating collaborative research with teachers on important classroom and school-based issues.

During the last seven years CERD activities can be classified under the following headings:

1. Supplying research-based information on teacher identified topics, either to individual teachers, or in a more general way through the publication of LINK - a termly research digest on topics of general interest to teachers.
2. Supplying advice and support to teachers and schools on research approaches appropriate to their school-based enquiries.
3. Carrying out LEA sponsored research, e.g. monitoring Primary school teachers' reactions to Lancashire LEA's Primary School Curriculum Review documents sent out to all Primary Schools by the Authority in 1980.
4. Carrying out research funded by national agencies, SSRC, British Library etc., on practical school issues.

CERD staff include the Director (Professor S N Bennett), Assistant Director (Mr E O'Hare), Teacher Fellows from LEAs in the North West of England, Research Students, Research Staff on funded projects, and secretarial services. The Teacher Fellows work closely together and with other staff, allowing direct access to a wide range of expertise.

The usefulness of the Teacher Fellow concept is the opportunity it provides not only to further an individual's development but also that of the LEA. The LEA is able to identify a topic of their concern which the Fellow will study. The anticipated outcomes are thus:

1. The Fellow will produce a research based document on the topic identified, both for local and wider distribution.

2. The one year full time secondment be used as a base for a higher degree. This comprises one year full time study as the Fellow, followed by a minimum of two years part time study following the conclusion of the Fellowship. Research training for this aspect is provided in the Department of Educational Research.

The main value of the Teacher Fellowship scheme to an Authority is that a well experienced teacher can combined both a knowledge of the school scene and the expertise contained in a university based unit, in the interests of the wider teaching population.

Teacher Fellowships are usually open to all appropriately qualified practising teachers in the Authority, and are available on one year secondment with full salary during that year. Recognising that some of the work may involve visiting schools, the Authority may offer limited travelling expenses to cover travel between the University and those schools visited as part of the normal work of the Teacher Fellow.

The Teacher Fellowship scheme has been operating to varying degrees in CERD during the past 7 years.

The intentions are to provide links between the Local Education Authority schools service and university-based research. However:

What do those teachers who have been involved in the scheme during this period think of their experiences?

What reactions are there within the LEA who sponsor the Fellows?

What is the effect on the teaching population in schools, on whose behalf the Fellowships are based?

This article presents some answers to these questions.

1. Comments from the Teacher Fellows

To find out their views of their period in post, 1 or 2 years dependent on LEA policy, past and present Teacher Fellows were asked the questions:

What attracted you to apply?

What were your expectations of the Teacher Fellowship?

What characterised your time here from a personal point of view, and from the point of view of your local education authority?

Do you perceive any short term or long term effects of the Fellowship?

Would you want to say anything else about the Fellowship scheme?

Replies from the Teacher Fellows are given in Appendix A, using extracts from their own comments, and are given in chronological order of appointment period.

SUMMARY OF TEACHER FELLOWS' RESPONSES TO QUESTIONS GIVEN ABOVE

WHAT ATTRACTED YOU TO APPLY?

The most commonly occurring reasons are a combination of the 'ready for a change' / 'to do something different', and the wish to be involved in 'more academic work' / 'find out about research'. While the wish merely to have a change from teaching is present, the change to what is equally interesting.

The opportunity to gain additional academic qualifications is mentioned only once in these replies.

Summary in order by frequency of response

1. Ready for a change / Do something different
2. Do academic work
3. Find out about research / Extend expertise
4. Broaden educational interests
5. Meet other teachers
6. LEA invited me to apply
7. Additional qualifications

WHAT WERE YOUR EXPECTATIONS OF THE TEACHER FELLOWSHIP?

Once again almost as many expectation statements as responding Teacher Fellows.

'Help in career advancement' is marginally ahead of the rest of the field in popularity. Items 6, 7 and 8 on the list occur only once in the Teacher Fellows' replies.

Summary in order by frequency of response

1. Help in career advancement
2. To come into contact with other teachers and others in education service
3. More academic work
4. Doing something worthwhile for LEA
5. To produce publishable material
6. Hoped to make teachers more interested and aware of educational research
7. Spend time answering enquiries
8. Additional academic qualifications

WHAT CHARACTERISED YOUR TIME HERE?

The predominant comment here is concerned with the difference between the working conditions and working pressures in what typifies a normal school day and those found in the university department, e.g.

> 'The idea of being in charge of one's own destiny is naturally appealing, and I cannot think of any other position in educational circles which can give this as successfully as the Fellowship - certainly it caused a rude awakening when I returned to school...'

References to working pressures and working conditions was made by nearly all respondents.

The second most commonly occurring characteristic picked up a point made by some earlier - 'the opportunity to make contact with many other teachers'. The other comments occurred 2 or 3 times.

Summary in order by frequency of response

1. Different pressure from school and working conditions
2. Make contact with many other teachers
3. A developed interest in dissemination of research information
4. Gave me a taste of university life
5. Substantial work load
6. More time spent with educational literature
7. The value of contact with other Teacher Fellows
8. New skills, e.g. research instrument design, graphics, business transactions
9. LEA nonchalance, e.g. 'Did the LEA consider they were getting value for money during my period of secondment - their reaction was so limited that I found it impossible to assess.'
10. Stand back and regain perspectives
11. LEA extremely appreciative

DO YOU PERCEIVE ANY SHORT TERM OR LONG TERM EFFECTS...? ANY OTHER COMMENTS

The full, very varied, interesting nature of comments in this section makes a summary difficult. Extracts from the Teacher Fellows' replies are given below. The comments deal not so much with 'short term and long term effects' as seem to provide a means by which the deeper feelings of the seconded teachers who have been involved in the Teacher Fellow scheme can be aired.

Extracts from replies in this section of the enquiry are given here. More complete extracts from the replies to the other questions are given in Appendix A.

What are the short term and long term effects of the Fellowship?

1. Lack of long term effect of using Teacher Fellowship work in a more positive way.
2. Influence of personal publications
3. Use of research by teachers
4. Developed new research skills
5. Influence my own teaching
6. Additional qualifications
7. Contribution to a change in teachers' attitudes towards research
8. Career influence

WHAT REACTIONS ARE THERE WITHIN THE LEA WHO SPONSORED THE TEACHER FELLOWS?

Although one of the main intentions of the Teacher Fellowship is for the LEA to benefit from the seconded teacher's involvement in the research topic, the personal benefit to the teacher is still seen by LEA staff as being the main intention behind the scheme. More general benefits than the simple advancement of their own knowledge are recognised, "although this has been incidental rather than by design on the part of the Authority". Publications intended to inform the wider teaching population are appreciated. The impact of Teacher Fellow research on LEA policies, however, still remain of potential value only, rather than the reality indicated by the general intentions of the scheme. It seems difficult to break through the traditional view of in-service secondments to universities related to the seconded teacher's professional development and personal career gains. However strongly university staff wish to stress the intention to provide research-based information as an influence on practical decisions at the LEA level, there is clearly a long way to go before this is achieved.

WHAT ARE THE BENEFITS TO THE GENERAL TEACHING POPULATION IN SCHOOLS, ON WHOSE BEHALF THE FELLOWSHIPS ARE BASED?

While this question is much more difficult to answer in any quantitative way there are some pointers on which to base comments:

1. Many of the Teacher Fellows have been faced with the expectation of producing research based publications to be available to teachers within their LEA and more widely, e.g. the research brief on The Teaching of Spelling, by Barbara Young; Extending Reading Skills, by David Wray; Content Analysis of 3 Junior Maths Schemes, by Margaret Cairns. National publications in this series have been produced and published by CERD and continue to sell well.

2. One of the Teacher Fellows had the responsibility of editing an in-house journal, LINK. Publicity on the Teachers/Research LINK journal suggests that it is 'a termly publication designed to inform teachers about research which is of relevance to school and classroom practices. As well as summarising findings from large scale projects in Britain and America, LINK reports on research carried out in local schools by individual teachers, schools' staffs and university staff. During 1981, LINK included reports on Pupils' Attitudes to School, Effects of Falling Rolls, Changing to Vertical Grouping, How Teachers Use Research, Cloze Procedure, Monitoring School Performance, School Based Research in the North West, Choosing Between Three Junior Maths Schemes, Improving Spelling Skills, School Internal Exam Papers, Pastoral Care. In 1982 the balance between Primary and Secondary interests will be maintained. The Editor would welcome teachers' suggestions for future articles and also written articles describing their own school-based research'.

   The first edition of LINK was financed by Cumbria and Lancashire LEAs providing a free copy to all schools in their areas. Subsequent copies of the journal are self-financing. The present subscription rate is £1.50 for 3 copies per year. While the journal was originally produced to provide a service to teachers in North West schools the relatively small subscription list includes schools and educational authorities from all corners of the British Isles.

3. Recent tendencies from the LEAs in the Fellowship scheme directs the seconded teachers' work towards specific research areas identified by LEA officers. The result of the Teachers Fellow's period of secondment is to make research based statements available to the LEA on the priority area they identified. This in its own way may be a way of influencing decisions that relate to the general teaching population in schools. In addition to this potential influence of a teacher fellow's work the identification of a specific research area to be associated with a teacher fellow has two other effects:

   (i) it indicates research priorities as perceived by central LEA staff, and

   (ii) gives an additional credibility to the LEA from the general teaching population in schools from whom a teacher fellow is drawn.

These three 'pointers' give evidence of the wider influence of the Teacher Fellowship scheme among the general teaching population in schools, especially in the North West.

SUMMARY

The main reason why the 8 Teacher Fellows, 6 men and 2 women, who have been involved in the Teacher Fellowship scheme between 1975 and 1982, applied for their positions seems to be that at that particular stage in their career they had a wish to have a change from their normal teaching in schools and become more involved in their perceptions of university style work, and in particular in finding out more about educational research. Their main expectations were concerned with helping their own career advancement combined with a wish to come in contact with as many other teachers as possible and others involved in the school education service. Once they were in the position of the Teacher Fellow the most surprising feature of their daily work was the marked difference between the normal pressures of the classroom and school life and the working conditions in the university. Although the Teacher Fellows clearly saw a connection between their Teacher Fellowship and the potential in career advancement, this seems to be not at all influenced by any strong desire to obtain additional academic qualifications. The absence of comments about qualification awarding part of the university's functions is all the more surprising considering the direct connections many of the Teacher Fellows had with 'registration for higher degree' as part of the LEA's requirements for the secondment.

The frequency of comments about the different pressures and working conditions between school and in universities may relate to the difficulties practising

teachers have in adjusting to an entirely different way of working in the Teacher Fellowship position. Adjustments to the absence of a school timetable, ringing bells at the end of lessons, the buzz of excited children in the playground, evaluative pressures from their immediate professional colleagues, etc. must be very difficult to make, especially for those who are engaged in the one-year Teacher Fellowship. Recognising the difficulties in these adjustments a new form of the Teacher Fellowship scheme is beginning to develop. Through this new variant a teacher may be associated with the Centre for one year part time, followed by the full time period of secondment. The intention here is to build into the part time year an acclimatisation to these different working conditions, to make the full time period more effective and easier to cope with by the seconded teacher.

The Teacher Fellows' general comments reflect the LEAs' changing view of the Teacher Fellowhsip. Early Teacher Fellows in the mid-70s had very few LEA guidelines on their role and functions with regard to the work they actually did during the year. In more recent years research topics and LEA directed activities have been much more predominant during the Teacher Fellow's year. This tendency has a double effect. On the one hand it directs Teacher Fellows' work towards a defined priority area, as defined by the LEA, while on the other hand it denies the flexibility present in the earlier Teacher Fellows' conditions of work which made it possible for them to be involved in the provision of a more general research information service to teachers in the North West. Teachers are on the very periphery of any research information network that exists - if indeed they are present within it. One of the functions in establishing the Centre was by providing a research-based information service to teachers, supported in part at least by the Teacher Fellow scheme. As Teacher Fellows become orientated more towards conducting their own specific research, priorities in answering teachers' general enquiries become more difficult to service. One of the LEAs in the scheme has recognised this problem and modified their advertisement for the new Teacher Fellow:

> '... teacher fellows are seconded on normal salary for one school year to carry out research and undertake other responsibilities including developing and maintaining links between the Centre and Schools and assisting with school-based research projects.'

A: What attracted you to apply?

Teacher Fellow 1:

The original job description was very vague - of necessity as the post was a new one, therefore before being appointed it was most difficult to visualise what the job would entail and what methods of working would be adopted.

The appeal of the post was the opportunity to broaden my educational interests and experience and improve my knowledge of educational research. The position required a substantial and varied school experience and gave the opportunity to maintain links with schools. After 17 years teaching I was ready for a change.

T.F.2: The opportunity to find out more about Educational Research, about which I knew very little, but yet had always been curious.

The opportunity to find out if Educational Research was in fact relevant to teachers, most of whom seemed either totally ignorant, or to regard it entirely remote from the classroom situation.

Having completed ten years' teaching experience, much of the time spent in one school, the opportunity to do something entirely different from teaching young children in a classroom situation.

The opportunity to do something useful which would not only broaden my own educational experience but also benefit my LEA.

The job description (i.e. preparing research publications for teachers) attracted me as I have always been fond of writing.

T.F.3: The arrival of the advertisement on the school notice board coincided with my desire to do something different and get out of the rut I felt I was in after seven years in the same job. I had not been looking for a Fellowship, though I had discussed the possibility of secondment to the Lancaster MA course with the Head, only a few months earlier. It weemed ideal - the chance to carry out some academic work on my own behalf; the opportunity to visit schools and talk to teachers, while at the same time offering a service which I thought teachers would welcome.

T.F.4: Aspects such as career prospects, attractions of the academic life, and not least a change from school were clearly important, but I think the most attractive thing for me was the opportunity I envisaged for extending my expertise, knowledge and qualifications in my specialist area. I must admit to a hazy notion of what the fellowship would entail at first, but what I was clear aobut was that it represented a very good opportunity to gain extra qualifications and fulfil what I then saw as my potential.

T.F.5: I was attracted by the possibility of further study at a University - secondment as previously granted seemed improbable in a time of national curtailments and I was not then interested in registering for a taught course to obtain a higher degree. The Fellowship was

for Primary Mathematics; within this broad field I was able to propose a specific study that was the 'Implementation of the Schools Mathematics Project 7-12'. I had been involved in the introduction and implementation of the scheme in the two schools I had worked in. My present school was one of the pilot schools for the development of S.M.P. 7-13. I saw the Fellowship as a chance to widen my knowledge of current practice in Primary Mathematics, and in particular to see other teachers at work using this new scheme, and to identify good teaching practice (which I hoped would improve my teaching when I returned to the classroom). If the Fellowship had been for a different part of the primary curriculum it is doubtful if I would have applied.

T.F.6: I was invited to apply by the LEA.

T.F.7: I did not 'apply' as such. The offer (Made by the LEA) was a consequence of a number of visits - University staff talks in LEA, start of 2nd phase of 11-16 Enquiry, the fact that I was Secretary of the local Steering Group etc.

T.F.8: 1. The experience
2. The opportunity to study in some depth a topic in which I had taken great interest.

B: <u>What were your expectations of the Teacher Fellowship</u>?

T.F.1: 1. To establish the Teacher Fellowship so that the LEA would feel the <u>need</u> to continue the secondment in the future.

2. Hoped that at the end of my secondment, this experience, which was unique in its way, would help me to get a more responsible position in some branch of the education system.

T.F.2: I saw myself in the role of the liaison officer between the University and teachers in schools.

I hoped to make teachers become more interested and aware of educational research by selecting and communicating research findings to them in areas already identified by them.

I saw the completion of the required publications as a necessity to bendfit the income of the Centre and to benefit teachers and other persons in my LEA and possibly nationwide. I did not expect the Teacher Fellowship to be linked to a Higher Degree - I personally did not regard enforced study or copious written work to be of any relevance to my work as an Infant Teacher and I knew that time would not allow me to cope with it once I was permanently back in school. I saw that registering for a Higher Degree was a satisfactory financial arrangement for the LEA rather than any personal benefit. The prepartion of publications was enough work to cope with in the time available.

I expected to come into contact with other teachers and persons in different spheres of education on visits made by me to them or by them to the Centre.

T.F.3: I did think teachers would make more use of the service than they in fact did and I had expected to spend much more time answering enquiries.

A further expectation was that the two years at Lancaster might be influential in obtaining promotion in school which I would feel more able to cope with after having two years to reflect on and learn about a wide range of educational practices and skills.

As it turned out, the Fellowship <u>was</u> influential in securing the post I now have.

T.F.4: These were rather hazy. I felt that the position might put me into a role akin to an adviser's but this was coloured by my recent invovlement in the C.U. Reading Diploma, in which this role was stressed. I think there were also expectations of getting involved in the mental gymnastics which, for me at the time, characterised a university, and this I looked forward to. (I could, and still can, discuss educational matters all day without tiring!) What I did not expect, somewhat naively, was the very real slog involved in the spade-work to research. I suppose I thought that all the resources I would need would be to hand, and I certainly did not envisage all the frustrations of inter-library loans, missing periodical volumes, photocopier breaking down, and overdue, incorrect or plain incomprehensible computer printouts. I now know why professional researchers employ research assistants!

T.F.5: 1. To provide a written report for Cumbria on current teaching practice as the Schools Mathematics Project 7-13 is being implemented in the schools of the South Division of Cumbria. The advisers were concerned that because S.M.P. 7-13 is an individualised card based scheme, pupils work through the scheme on their own and much of the teacher's time appears to be spent on supervision or marking rather than on instruction. It was hoped that my research would indicate the teaching methods and classroom organisation whcih allows a teacher to spend most time on instruction.

2. To write the third in a series of books for primary teachers to be published by CERD. I wrote 'Content Analysis of 3 Junior Mathematics Schemes'.

T.F.6: The research aspect would be pre-eminent.

T.F.7: 1. Possibility of doing something worthwhile for my LEA which I hold in high regard.

2. Possibility of personal development after 10 years of headship à la James Report.

3. Further degree possibility.

T.F.8: 1. To be able to make a valuable contribution to the development of computer education in the LEA.

2. To have established firm contacts with others involved in computer studies.

3. To be able to maintain these contacts in order to make best possible use of the microcomputer in schools.

C: <u>What characterised your time here from a personal point of view, and from the point of view of your local education authority</u>?

T.F.1: 1. To make contact with as many teachers as possible by visiting schools, arranging/attending meetings, organising exhibitions and making myslef available to respond to teachers' enquiries/ requests.

2. I considered it was necessary to have an adequate information base if well-balanced and informed decisions are to be made at any level in a school. Allied to this is the importance to teachers of being aware of the sources of educational information and the expertise that can be made available to them by various educational agencies. This led to my interest in disseminating educational research and development information to teachers and the development of the SIFT exhibition (Sources of Information for Teachers).

3. To provide support for the wider aspects of the working of the Centre as it developed.

T.F.2: It gave me a taste of University life. I saw myself with an amount of work to complete within a certain period of time, but yet in my own time without the constant pressure of children's demands. Although the work-load was substantial, I never really felt under pressure in the same way as I do in school!

It was a pleasant change to work in an office situation for a year away from the classroom.

Much of my time was spent reading and reviewing the research literature and selecting from it what I thought useful to teachers in certain areas already identified by them.

One publication was required per term - the LEA was interested to see these completed on schedule and to know that something definite was being produced for the benefit of teachers and other persons within the LEA. Such productions e.g. the Spelling Brief showed the LEA that research findings in this form were of interest to teachers etc.

The content of the publications was based on preliminary discussions with teachers, so the LEA knew they aimed to answer teachers' enquiries and to help solve some of the problems they encountered.

T.F.3: By producing 'LINK' the LEA had tangible evidence that I was doing something and could say that they were supporting a service for their teachers - the drawback seems to have been that CERD had to rely on the teachers and schools making an approach and in 1979/81 schools faced so many practical difficulties as a result of cuts and falling numbers that taking notice of, or carrying out research was regarded as a luxury. Perhaps this will change if and when the contraction in the education service halts.

From a personal point of view: I learned a great deal - particularly about primary education (through contact with other Teacher Fellows, though also by going to schools). Meeting all those different people in so many sectors of Education gave me a broader view, which I think has led me to leave schools for administration. I don't think I could be satisfied to limit my work to just <u>one</u> school any more. Being free from a rigid timetable for two years also made the return to school harder, but has made the change to administration a lot easier. Learning how to search for information and the discipline involved in devising questionnaires will also be directly useful to some aspects of my present job, i.e. I got a lot more out of the two years than either CERD or the LEA did!

T.F.4: I don't think I was quite prepared for the complete absence of pressure. It took a while to adjust, but when I did I came to see this as one of the most satisfying aspects of the year. The idea of being in charge of one's own destiny is naturally appealing, and I cannot think of any other position in educational circles which can give this as successfully as the Fellowship - certainly it caused a rude awakening when I returned to school, and even now as a college lecturer I still find the pressure ten times as great as during my fellowship year. For this reason I would certainly argue against involvement of teacher-fellows in teaching duties while at University.

As far as the LEA goes, what characterised the year was their incredible nonchalance. I am quite convinced that had I not made all the running, I could have spent the year without being the slightest benefit to the LEA. I did in fact involve myself in in-service and work in schools, and made sure I reported regularly to my LEA superiors. However, the only initiative which ever came from the county was a request from a <u>preparatory</u> school for me to run a short course on developing reading. Every other course I did, <u>I</u> offered, and arranged, and even, on occasions, put out the chairs!

T.F.5: The research I undertook demanded from me a maximum amount of time, perseverence and energy; this applied to normal school holidays and weekends. My involvement in graphics and business transactions was exhausting and unexpected; while this experience will surely be beneficial and the fact that CERD published my work is gratifying. My research in the implementation of S.M.P. in the classroom was of great benefit to me in that I met headteachers and staff in a variety of situations and this was enjoyable and rewarding. I am appreciative of the value of these experiences.

T.F.6: The LEA was entitled to feel that the study should throw some light on a key area - rather than some esoteric investigation - though in this instance it appeared not to have thought very carefully about the essentially new form of Fellowship. It has, however, shown a fairly benevolent interest! I'm not sure, left to itself, that the LEA would have chosen my particular topic - which is perhaps the best reason for doing it.

Personally, the fellowship has conferred at least three benefits:

1. The opportunity to stand back and regain perspective about one's own school in particular, and education in general - very difficult to do when actually in harness.

2. The opportunity, which must be rare, to visit forty colleagues (one-third of the total) in their own schools for extended periods, so affording a more global view of affairs compared with one's more normal insular view.

3. Not least, the contact with the academic world and especially the challenge of the greater rigour demanded - and there isn't a great deal of this in much of today's educational world.

T.F.7: So far a very pleasing personal atmosphere within CERD and access to MA lectures have been <u>most</u> helpful.

Assistance with the 11-16 national curriculum project.

T.F.8: 1. I appreciated the keen interest shown in my work.

2. I enjoyed the relaxed, friendly atmosphere which is prevalent in the department.

3. I was grateful for the way in which the expertise of the department was used to guide me along the 'right' lines.

The LEA are extremely appreciative of the help that has been given to me and realise that the study could not have been done properly without the assistance and guidance of the department.

D: <u>Short term effects, long term effects and general comments</u>

T.F.1: During my secondment, I was encouraged by -

a) the appreciation of many of the teachers that we met for providing a service to themselves and their schools, which enabled them to investigate areas of interest/concern;

b) the interest shown by many teachers in our efforts to stimulate interest in educational research;

c) on a personal basis, the friendliness, help and encouragement received from virtually everyone with whom I came into contact.

The main disappointment during my secondment related to the response and attitude of the LEA to myself and to secondment. Their apparent apathy and lack of interest in the work of the Teacher Fellow, and the lack of communication from the LEA both at District and County level was most noticeable. Did the LEA consider they were getting

value for money during my period of secondment - their reaction was so limited that I found it impossible to assess. As the LEA had a considerable financial input (my salary) into the Centre, it might have been expected that a greater interest in the progress and achievements of the Teacher Fellow would have been taken. I am not ignoring my reports to the Consultative Committee - but these were routine and did not provide the necessary platform for communicating with the LEA.

Reflections

a) Very pleased that Lancashire have continued with the Fellowship, but most disappointed that the contacts with schools, particularly on a personal level, have virtually ceased. LINK must be kept going.

b) Much of the effort made and the time spent on building up good working and professional relationships with local teachers has come to nothing. I realise that this must be considered in the wider context of the current economic stringencies.

c) I am delighted to maintain my contacts with the working of the Centre via the Consultative Committee.

d) I am still convinced in my own mind that my ways of working were correct, that the two main concerns were the communication of educational research and development information to teachers and the maintenance or good personal relationships.

e) My own personal disappointment is in not being able to use my work/experience at the Centre in a more positive way.

f) The original problems still exist - the gap between teachers and research is still evident, but I detect a mellowing in the attitudes of many teachers and schools to certain aspects of research. The greater interest and emphasis on the outcomes of developments in schools, curriculum evaluation and monitoring and appraising school based programmes, innovations and pupil progress. The recent publications 'The School Curriculum', 'The Practical Curriculum' and the DES circular re Aims and Objectives in Schools, all point to a greater need for access to, and involvement in, educational research by a greater number of teachers and schools.

In my opinion, there is a greater need at the present time for a Teacher Fellow to be in constant contact with teachers, than at any time during the life of CERD, to respond to the needs of local teachers/schools.

T.F.2: Short term effects

Sale of the first publication extended from the LEA and became national due to a publicity campaign, thus communicating the work of CERD further afield.

The publications possibly made teachers look into problems within their own situations and use some of the research findings to help solve these problems. A minority of teachers were possibly encouraged to set up small school-based research projects and to seek CERD help when needed.

Long term effects

An awareness of the volume of research literature available. A knowledge of where to find it and how to apply it. A knowledge of carefully selected findings being helpful in classroom situations.

An application of educational research findings as a possible solution to problems arising in school in individual or group situations.

A permanent link with CERD - an effort to encourage colleagues to look to educational research for help and interest, but still very difficult to bridge the gap between school and CERD.

T.F.3: Short/long term effects

In the short term it influenced my approach to teaching for the term I was back in school.

Longer term - hopefully a further qualification and most certainly it has given me confidence to go and talk to Heads, to telephone all manner of people for information and work with others as a team (my experience in school didn't really help there).

As far as the effects generally of such a fellowship - maybe more Lancashire schools have heard of the Centre; perhaps LINK has sparked off some interest in research among teachers who have read it, certainly the talks to Heads and visits to schools have persuaded a few teachers to start their own research projects (e.g. Barden High, Ivy Bank) and provided others with the chance to find out more about a particular subject - I'm thinking here of the Deputy at the former Burnley Boys' Grammar School who had a cynical view of Pastoral Care twelve months ago, and is now a convert.

Other comments

Twelve months is not long enough if there is to be a "service" aspect to the secondments, or if all three interested parties (CERD, the LEA and self)are to gain anything.

Although I think it is a good idea for the LEA to identify areas they would like researched, I think that the whole point of a Fellowship should be to allow the person to develop his/her own interests and to explore the possibilities for research in a number of areas, otherwise the 'Fellow' is little different from a research officer, but employed by the LEA. While this might be a practical solution so the LEA gets something it wants, I think it's too narrow. It also leaves CERD without the resources to carry out most of the services which it was set up to perform, but if teachers don't want these services then perhaps the current one year secondment is best.

Personally I think a lot could be gained by seconding teachers for a term to study whatever they want - the only proviso being that they produce a report on their studies afterwards. I'm sure the pupils would gain if teachers were allowed a short study break of this kind.

T.F.4: Effects

Naturally the greatest effect has been on my career, as I went back into school with promotion, and now 2 years after the fellowship, a College lectureship, explicitly appointed on the strength of my fellowship year - "adding a new dimension to the college" as I was told at interview. Presumably this refers to my connection with educational research.

I have also found myself in some demand through publication of articles and the book, and feel I am, without being immodest, moving towards a national role in my particular subject. This is clearly as a result of the fellowship. It would not be untruthful to say that one of the most rewarding effects of the year has been the quite sudden increase in most rewarding effects of the year has been the quite sudden increase in status. From being in a position, at my previous school, of having lots of ideas but few people to listen to them, I now find my ideas sought after. This was so especially in school when I returned, and I suppose, being honest, I have to say I find it most flattering.

However, as a teacher, there were drawbacks to this role of an "expert". I felt very constrained to live up to it in my teaching, which meant I couldn't afford the occasional relaxations of standards all teachers have at times. That I found very wearing!

Nevertheless, in summary, I have very pleasant memories indeed of my fellowship year, and am naturally extremely grateful for the opportunities it has brought me.

T.F.5: The Teacher Fellowship has introduced me to in-service work. I suggest the two year Fellowship is the better arrangement to allow time for the work to be completed or more guidance should be given as to what is possible within the one year.

T.F.6: It seems to me that my LEA has to make up its mind what it wants and whether it is prepared to pay. Frankly, this year's arrangement, though of value to me, seems to offer the Centre as such - and what I understand are its prime objectives - very little. Perhaps this is another example of the tendency for what can be measured to triumph over that which is essentially an act of faith.

T.F.7: It has put the concept of 'linkage' into a very real personal perspective for me. I know that my colleagues in my school and the 11-16 exercise in Wigan will benefit from my Fellowship here.

T.F.8: Short term

1. Has broadened my knowledge of the subject.

2. Has developed my ability to converse with people from differing areas of education.

3. Has established links with a variety of people interested in my work.

4. Has developed an attitude to work which is vastly different from school life.

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The role of school consultancy: An interim research report summary.

Given the predicted trend in the 1980's towards more school-based or school focussed in-service education of teachers, there is a need to understand the ways in which higher education could and should contribute to this development.

Debate on the theory-practice implications of such developments needs to be informed by empirical evidence from a wide range of studies of different practice in teacher education. The research briefly outlined below, which evaluates some prgrammes involving school consultancy may contribute to insights relevant to this debate.

Introduction

An almost unique opportunity to evaluate some different models of in-service intervention strategies occured when the North East London Polytechnic and the three local boroughs (Newham, Barking and Waltham Forest) jointly mounted three different In-Service Course/Consultancy Programmes in Primary Science. (1979/80; 1980/81).

A comparative evaluation was carried out on the three 1979/80 programmes, one of which (A) was based on an innovative model, the other two (B and C) following more traditional models of in-service education (see chart below). Each programme had a different permutation of the 'course' and 'consultancy' components as follows:-

Main Features of Difference in the 3 Programmes (1979/80)

Programme A	Reciprocal Feedback Course - Consultancy Model
INNOVATIVE	Course (weekly 3 hour sessions X 10 weeks) In part based on feedback from concurrent consultancy in students own schools (jointly presented by tutors and students). In part based on the introduction of topics to be taught during consultancy visits. students - 30 Headteachers from 30 schools
Programme B	Course then Consultancy Follow-up Model
TRADITIONAL	Course (one week, 5 days full-time) mainly based on the introduction of topics to be taught later with school cons consultancy, after the course is completed. students - 30 Classteachers from 30 schools
Programme C	Intensive school-based consultancy - No course
TRADITIONAL	Except for a brief introductory staff meeting, work was mainly with individual teachers in their classrooms or staffroom. students - 6 classteachers in school X 2 classteachers in school Z

METHODOLOGY

Style of research - illuminative evaluation

The style of research chosen was that located within the interpretive paradigm of educational research termed 'illuminative evaluation'. This approach was valued as illuminating understanding by providing more valid data in complex social institutions than a positivist approach. So the methodology embodied, among others, the following characteristics:-

1. The perceptions, beliefs and attitudes of participants are held to be determinants of social reality, and so knowledge of these is essential to the understanding of the dynamics of social situations.
2. Following on from (-) above, the methods and instruments used aim to explore participant's categories, priorities and concerns rather than pre-empting these by suggesting the researcher's categories for their response, initially, (e.g. what they think are significant features of the programme may be different from what the researcher would identify).

Hypotheses and Assumptions to be tested

The main hypothesis was that the innovative (Reciprocal Feedback, Course-Consultancy) model would be more effective than the two traditional models in achieving desirable objectives (planned and unplanned). Planned objectives are itemised below:-

Planned objectives

A. Short-Term

1. That there would be a change in a positive direction in student's:-
   a) Attitude towards teaching Primary Science, in the direction of more confidence, and placing more value on it.
   b) Understanding of the definition of 'Science' in the direction of a more differentiated concept, including process and product distinctions.
   c) Behaviour, in the direction of increased initiation and effective response to classroom situations that facilitate pupil learning of science processes and/or products of science.
2. Mediating the above objectives, that there would be :-
   a) Good rapport between the participants (i.e. tutors and students) and an acceptance by students of the consultancy role of tutors.
   b) A sense of enjoyment in the programme by participants.

B. Long-Term

That in the year following the course:-
1. Students' changed attitudes and behaviour (under A above) would be sustained.
2. Students would initiate developments in classroom science teaching in their own schools, and involve colleagues in this development.

ASSUMPTIONS TESTED

Underlying the design of the innovative programme and statement of objectives (above) were some fundamental assumptions which were being tested, some specific to science education, some applicable to questions of in-service education in general. These will be elaborated with reference to relevant literature in a fuller report. Briefly, they are as follows:-

1. That the predominantly female, Arts dominated Primary teachers tend to be antipathetic to their received notion of science (as impersonal, text-book knowledge), and that this explains the

relative failure of attempts at curriculum dissemination in Primary Science, since such programmes traditionally focused on presenting practical tips for classroom activities. Thus the need was assumed, in the statement of short-term objectives (above) for attitude change rather than information provision per se. Techniques of attitude change (ref. Howland et al, Yale) are embodied in Programme A, i.e.:-

a) A small commitment to action by the student, integral to programme.
b) Introductory lecture of the course by a tutor with whom they could identify (i.e. a delcared 'non-scientist' one time Primary Headteacher, and 'convert' to Primary Science.)
c) Emphasis on analysis of the processes of science as being characteristic of human development (i.e. closely related to their own priority of interest in pupil's development).
d) Establishments of a closely identified role for tutor consultant and student.

2. That traditional programmes embody a more didactic model with students viewed as relatively passive receivers of knowledge and "tips for classroom activity' etc. That the innovative model, aimed at developing the student's autonomy in the initiation and development of classroom activities, based on a dialogue within the course about the purposes and effectiveness of the specific primary science practice, would produce a more personal commitment in the student and sustained activity in the long-run. (This reflects the incorporation into NELP's in-service programme of the philosophy that has previously informed the design of its initial teacher training education programmes e.g. the PGCE.

Where programmes have traditionally been linked to classroom activity, it has been typically conceived as 'follow-up' (Ref. enclosed in 'Account of research project': Making the most of the Short In-Service Course". Centre for Applied Research in Education, University of East Anglia 78 - 80).

Design of Comparative Evaluation

The comparative evaluation was designed to identify significant factors related to the effectiveness of the different courses, and to describe and assess these relationships. The differences between the programmes were not engineered to produce an experimental research design but were the outcome of various contingencies (Contingencies within the Boroughs, e.g. the normal pattern of teacher release, previously booked courses etc.). Thus, the comparison had to accommodate the influences of what, in a stricter correlational model of experimental or survey research,would be confounding variables. However, an important aspect of these programmes and the research was that a constant feature was the involvement in each of the programmes of the same three NELP tutors. (for the same amount of time). This 'constant' was important to the research in two ways :-

1. Those variables that may seriously confound such comparative programme evaluation (i.e. the powerful influence of differences between the teaching, social and organisational skills of different tutors, presenting different programmes) were held relatively constant in this case. (Relatively, since arguably the same tutor skills interact differently with different programmes).

2. The interpretations of these tutors could serve to somewhat unravel the effect of 'confounding variables'. This interpretive activity was facilitated by the fortuitous and fortunate outcome that

replications of these courses since, have involved permutations on some of these variables. (E.g. Programme A has been repeated in the same schools 80/81, but with class-teachers instead of headteachers, as students).

Data collection (by open depth-interviewing of all participants (students, headteachers and teachers, tutors and advisers) is almost complete and so preliminary analysis is possible. Summarised in the following table are the strongly supported findings (although the data is rich in many other findings, for example the teacher's views of qualities which make a good consultant.

SUMMARY TABLE OF FINDINGS (tentative. Data for 3 incomplete)

Description of main difference between three programmes	Main pattern of findings emerging from analysis of participants open-interview responses.
1. Reciprocal Feedback Course Consultancy	Highly effective for both course and Consultancy because of reciprocal feedback.
2. Short Course (one-week full-time) with Consultancy Follow-Up	Consultancy less effective because student commitment to consultancy and classroom implementation less, when not directed toward peer education.
3. Intensive Consultancy in classroom - 'snatched meeting time in breaks etc.	Consultancy less effective, because acceptance of consultancy role less confident, when understanding and assumptions not shared and explored in 'neutral' territory, with sufficient time during a course.

" DANISH CASE" by Kaj Spelling

This article was included in error.

Its contents are incorporated into "Self formulated study circles" by Kaj Spelling.

This article begins on page 88.

G.D.C. DOHERTY

TEACHER ASSOCIATES

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TEACHER ASSOCIATES AT CREWE+ALSAGER COLLEGE OF HIGHER EDUCATION

G.D.C. Doherty, Assistant Director (Academic)

1. INTRODUCTION

The "Teacher Associate" scheme is designed to offer serving teachers the opportunity to spend one complete term in College pursuing an individual programme which will be of mutual benefit to the person, his or her employing authority and the College.

The concept of "mutual benefit" is important for several reasons. Firstly, the individual is unlikely to be attracted unless he or she perceives the likelihood of some personal benefit - beyond three months "off work", that i Secondly, in the present financial climate, an employing Local Education Authority (LEA) is unlikely to support precious full-time secondments unless some benefit to the authority in respect of performance is perceived as likely. Thirdly, the College is looking for some relevant input to initial teacher education from currently practising, serving teachers. The draconian cut-backs in teacher education in the UK during the last decade has led, through early retirement and the stagnation of appointments, to the development of a teaching force in the colleges which is becoming further and further distanced from the experience of day-to-day problems of teaching and organising in schools as the years go by.

This problem is not particular to Crewe+Alsager and various strategies to put tutorial staff into contacts with schools have been tried with varying degrees of success. A system which offers a three-way pay off must be regarded as rather an elegant solution to the problem, if it works.

Interest has been shown elsewhere in similar schemes some of which have already been reported to the In-Service Working Party of the ATEE (O'Hare, 1982). The present paper, therefore, is intended to serve two purposes : (1) to contribute some information which may help in the general development of similar programmes of work and (2) to provide a modest formative evaluation for the programme developers at Crewe+Alsager.

2. METHODOLOGY

This enquiry was conducted within the context of the Crewe+Alsager College of HE evaluation model. Which is to say, that "self-monitoring" and "self-evaluation" of all courses and programmes is a regular commitment of tutors in charge as part of their normal responsibilities, but somewhat more distanced evaluations are carried out from time to time as part of the functions of a central Evaluation Committee.

In either instance, the aim of the activity is to provide information which might help to lead to an improvement in the quality of a course. With full-time courses, this tends to be highly student-orientated, but with in-servic courses, the employing authority is another very immediate client whose expectations might not necessarily co-incide with those of the in-service student Both summative and formative evaluations are encouraged, and the general College stance is to accept that qualitative and quantitative data are equally viable (Charles and Cook, 1979) depending on the aims of the particular exercise.

The aim of this exercise was to gain some insight into the development of the Associateship and the perceptions and attitudes of the students (past and present), the tutors and the employing LEAs towards it. Only ten students were involved (7 present, 3 past), therefore it was judged that an "experimental" design was neither possible nor appropriate (Rutman, 1977). Furthermore, the sample was untypical in that all ten were currently practicing Headteachers of Primary Schools.

One evaluator only was involved having no day-to-day contact with the programme. Therefore, insofar as there is bias and selective reportage it is interviewer, not interviewers bias.

There is ample evidence (Partlett,Hamilton, et al. 1972, 1977) that qualitative methods such as interviews, observations and participant observations can provide reliable and useful information for curriculum developers. Within the limitations of time and resources available, it was decided that a "focussed" group interview (Cohen and Manion, 1980) together with a very short questionnaire to ex-students and senior LEA Advisors would elicit enough reliable information to draw some inferences and, perhaps, postulate some hypotheses for further exploration.

The Published Information (Appendix A) would clearly lead the intending student to have a number of expectations about the aims of the programme (1.2), the resources available (1.1, 1.3) and the involvements and commitments the process of the Associateship would entail (1.3). It would have been possible to have arrived at a number of fairly precisely defined hypotheses related to expectations and their fulfilment based on this literature. However, that would have led to a highly structured interview pattern - with both students and staff - which would have unduly restricted the range of responses and have inhibited the free expression of feeling and attitudes towards their experiences which was being looked for. Thus, the following very broad hypotheses were used to focus the responses -

1. That exploring expectations and fulfilments would reveal:
   some of the strengths and weaknesses of the programme,
   student problems,
   mismatches of perception, if any, between the College tutors and their clients.
2. That there would have been unexpected difficulties and unexpected dividends, an exploration of which would yield material worthy of further exploration.
3. That positive (or negative) views would have begun to clarify about the value of the Associateship and its possible, future development.

3. GENERAL IMPRESSION

The general impression gained was that the Associateship scheme was strongly supported and warmly appreciated by the students. There was only one unanimously expressed negative response (work with initial training students in schools) which is commented on below in Section 9, Conclusions.

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4. CONTENT ANALYSIS OF THE INTERVIEWS WITH THE ASSOCIATES

4.1. EXPECTATIONS

4.1.1. What expectations did you have?

Everyone had been looking forward to:

(a) Working with students in training, to which, they felt, they had a great contribution to offer. This feeling was very strongly expressed.

(b) Seeing and meeting a wide range of people, impossible to do during the normal teaching day.

(c) Having a chance to stand back from the pressures of every day management to look at what they were doing, think about why they were doing it and to read and study again.

Several had been looking forward to:

(d) Getting out of the Primary School environment and having a look at what was going on elsewhere.

(e) Having a chance to indulge in thinking about the school curriculum and comparing what was going on in their own school with elsewhere.

(f) Picking up courses, exploring subject interests from the wide range of College activities.

(g) Making practical contributions to lectures and tutorial work going on in College.

Most said that they were "looking forward to a breather".

Some of these expectations had been raised by the Teacher Associateship literature - especially items (a), (e), (f) and (g).

4.1.2. Were these expectations fulfilled?

They were fulfilled in the following respects:

(a) They felt they had been able to choose from a wide range of options.

(b) They were very pleased with their tutorial support and they had especially enjoyed the seminars.

(c) They had been able to stand back and reflect on their current practice in school.

(d) They had been able to see a wide variety of other schools and meet a wide variety of people.

(e) They had been able to discuss and think about major issues and enjoy good interaction with other tutors and teachers in schools.

They were not fulfilled, or people were critical in the following respects:

(a) They were not able to understand the breadth of choice available.

(b) They were not aware of what lectures they could go to.

(c) Mostly, they felt they had been very inadequately prepared about what to expect before coming. They felt that there should have been a much more comprehensive induction, much earlier.

(d) They had not been able to see enough of students in College.

(e) They had not been able to contribute enough to students in training.

(f) They suffered severe role confusion in relation to Teaching Practice tutors and to those students with whom they had been placed in Teaching Practice. They were not clear what they were supposed to be doing.

(g) They felt unable to be frank in stating their opinions to students because of antagonisms this might create with tutors.

With regard to (a), (b), (c) and (d) it should be noted that these were majority not unanimous views. Two Associates felt they had no criticisms to make and seemed to consider that the Associate should be responsible for researching and programming his or her own activities.

With regard to (e), (f) and (g) there was unanimous dissatisfaction. These feelings were very strongly expressed. There was clear evidence of frustration that their expertise and experience had not been used for the benefits of the students, despite the promises made both in the "course" literature and by tutors.

4.2. OTHER DEVELOPMENTS

4.2.1. Were there any unexpected payoffs?

The following items were mentioned:

(a) Everyone wholeheartedly agreed that just the time out of school was itself a tremendous benefit and that it had allowed them to discover what they were still able to do - intellectually.

(b) Everyone wholeheartedly agreed that the Computer Introduction Course had been excellent.

(c) The willingness of College staff to co-operate had been a welcome surprise.

(d) The chance to pick up other, often broader, views about education.

(e) The chance to meet other people, both on the course and elsewhere, and exchange ideas.

(f) The introduction to the methodology of interviewing.

(g) The comfort gained from the realization that most people's problems were worse than theirs!

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4.2.2. Were there any other disappointments?

The following items were mentioned:

(a) The short time - they had become more and more involved as the term advanced.

(b) There was not enough time to develop new ideas and explore new chances fully.

(c) More time and more freedom was wanted to pursue their own thing.

4.2.3. Any other discoveries not expected at all?

The following items were mentioned:

(a) Becoming involved with subject departments at a high level of academic activity.

(b) Chances to visit schools in other areas - quite far away - and the chance to observe, chat with (even advise) other headteachers.

(c) Finding out what other headteachers do, their views of school organisation and attitudes to curriculum development, and so on.

With regard to (b) and (c) there was a strong feeling that the College had been most helpful in setting up these opportunities and that this was one of the excellent aspects of the Associateship

4.3. FUTURES

4.3.1. How far professionally relevant?

The following items were mentioned:

(a) It had allowed them to assess where they were up to in school and where they would go.

(b) They would go back generally refreshed.

(c) They would go back better informed and more thoughtful.

(d) They had been allowed to assess what they were good at.

(e) It would help them to make school a better place.

4.3.2. Would you recommend it?

The immediate response to this question was: "Yes. Wholeheartedly" However, after reflection the following reservations were expressed

(a) It wouldn't suit everyone's temperament : an Associate must be personally well-organised.

(b) It would depend how the Associate programmed himself or herself. You could have a disaster.

(c) The Associate needs plenty of ready cash for petrol and out-of-pocket expenses.

(d) Research work for the project is demanding, so commitments must be clarified from the outset.

(a) The high degree of independence would be too much for some people - especially given the inadequate information about what is available and what can be done.

4.4. KEY BENEFITS?

The consensus was:

(a) The chance to pick up and explore interests dropped because of lack of time.

(b) The chance to stand back and re-assess where you are going professionally.

4.5. KEY CRITICISMS?

The consensus was:

(a) There should be a clearer definition of the role and legitimate expectations of the Associate.

(b) There should be a much better organised and more comprehensive induction to the real options and opportunities available.

4.6. SOME TYPICAL COMMENTS

I wanted to come in at ground roots and influence students in training.

I wanted to come away from the situation and look objectively back at it.

I certainly expected more College input - I wanted to be a disciple.

There was some confusion about what our role was supposed to be.

I gave a list of things I could lecture in but I got no feedback.

We ought to have met up with people we could relate to early in September.

Unless we make personal comments about a T.P. tutor we've no way of changing anything.

You might tell the student to do something the tutor doesn't like.

We can't work with a T.P. tutor unless we're uncritical. We have no final say (which I accept).

It (T.P. arrangements) was such a problem I opted out completely.

We would have had good things to offer.

Our expectations are all different - that nothing is written down allows us to do our own thing.

The personal refreshment has been fine.

To be free to go and observe is just splendid.

I enjoyed the chance to talk to other people in education not just teachers.

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This term has been a real eye-opener for me.

You get the idea that other people are doing the same thing as you - they're not!

It's comforting to see that schools.....have all got problems.

It's made me thankful that I'm where I am.

I'm going to go back and do the things I'm good at.

I'm not going to change the school completely, but I'm certainly going to try and make it a better place.

.....standing back and looking objectively and asking why?....because it's all what and how and immediately and it should have been done yesterday when you're a teaching Head....

.....it's only one term and the more I'm getting involved in it the less I want from the College but the more time I want.

I certainly want to go on and take a longer course than this.

.....but on the other hand, I'm getting withdrawal symptoms from school.....I want to go back.

5. MAIN POINTS FROM INTERVIEWS WITH THE TUTOR IN CHARGE AND THE DEAN OF THE FACULTY OF EDUCATION

5.1. TUTOR IN CHARGE

5.1.1. What expectations did they have?

They were widely divergent students : some had clear ideas of what they wanted, others were much more limited. For the most part they were very over-ambitious. They needed much help in realizing what could be achieved in the limited time available. They were all certainly looking forward to time out of school with a chance to read and reflect.

5.1.2. How far were their expectations fulfilled?

They have found the fortnightly seminars very helpful - in fact, perhaps they should be weekly. They have found the visits to other schools etc. very valuable. They have enjoyed their contact with students in initial training and they have enjoyed the chance to pursue some personal research. Having seven rather than three students has been a great improvement in most respects. This has led to the development of a good group feeling with a chance for ideas to be sparked off through interactions. The dynamics of three leads to a 2 + 1 situation - seven is much better.

5.1.3. Any disappointments?

Teaching practice has not worked out so well! Here, three is better (easier) than seven. The role of the "associate tutor" was not clearly enough worked out. This has led to some problems. There is not enough time. None has been able to take up the complete programme as outlined in the literature.

5.1.4. What have been the professional advantages?

Being able to stand back - to actually see what the problems are. Usually the first chance to do this since leaving College. The chance to compare themselves, their own views etc. with those of others. They ask, "Why do I do this?" ; "Can I justify that?" etc. They have become more critically aware. They have become broader people.

5.1.5. Have the objectives as set out been achieved?

Not all. As set out they are, perhaps, too wide. But, all have been achieved by someone in the group. Different students have different objectives. The flexibility is a good thing. The total programme is too wide for any one student, but individuals can select a programme to suit.

5.1.6. Does the Associateship make a good contribution to INSET?

A real and major contribution. We are just beginning to see the possibilities. There are good pay-offs for the student, the LEA and the student's colleagues in school. We are building up a network of contacts - these students will refer back to College. The College is potentially a resource base for ex-Associates. It is an ongoing process. The potential is enormous - we need to publish occasion papers, collect archives etc., using our library facilities.

5.2. THE DEAN OF FACULTY

5.2.1. What expectations did they have?

They expected the College to be a certain kind of organisation, to provide certain kinds of resource. They had been led to expect a range of involvements. They expected a certain level of academic involvement. They expected to work with students in traini They expected to meet and talk to other teachers. They expected to have the chance to think and talk about their work. Heads are pretty isolated people.

5.2.2. How far were their expectations fulfilled?

Contacts - meeting people and getting out and about - were well fulfilled. There was more anxiety about the role in schools. We hadn't fully worked out what we wanted/expected them to do. We did not have enough prior opportunity to discover their own relative skills and experience in this area. It is rather a comple and difficult field. We now intend to build up our ideas and procedures on case law. We will work out a model based on what has worked well. Having too many rules will not help.

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5.2.3. Any disappointments?

Not a sufficient range of activities - there are gaps in the College curriculum and College staffing. They do not find out soon enough what they can do, so opportunities are missed. We have induction problems.

5.2.4. What have been the professional advantages?

They can stand outside and reflect on and evaluate their own actions. Their priorities may be changed as a result of experiencing new environments. They have time to do something in depth, thoroughly. Time to read around and to make interesting contacts. All these things will help them to function better as self-critical Heads when they get back.

5.2.5. Have the objectives as set out been achieved?

Yes - they are getting (and taking) the chance for regeneration and renewal. This all helps with the enhancement of professional practice. They are building many bridges, meeting many people, making many relationships with other educationalists including tutors. These relationships will be ongoing. There are some anxieties, but by and large the feedback is good.

5.2.6. Does the Associateship make a good contribution to INSET?

Yes. The LEAs who send them seem to be happy. The Heads are gaining and the LEA might be gaining sometimes - e.g. at least one report already completed could be acted on by the LEA, though they will not be all of that quality. At least one LEA is using an ex-Associate for in-service work in the LEA. Early days, but there is evidence that mutual pay-offs are beginning to develop.

6. SOME TYPICAL COMMENTS

6.1. TUTOR IN CHARGE

It needed refining....they needed a great deal of help in finding something possible within the time.

Some of them could have gone on for three or four years writing four or five volumes about the things they wanted to look at.

They've been able to see themselves as a kind of group. We've been able to have these seminars which have been a valuable part of the whole exercise. It has meant they've had to refine their ideas about some aspect of their research and bring it to the group and defend it to the group.

Visits are the most valuable part of the experience.

In teaching practice three are easier to place than seven.

We had not clearly thought out the precise nature of what we wanted them to do.

They haven't enough time to do what they want to do.

We offer a wide range of opportunities and no one has been able to take them all up.

Well, objectives over all were, perhaps, too wide. On the other hand the objectives were all achieved by someone. In other words, we have achieved different objectives with different students.

The big advantage is that we can be flexible.

They can take what they most need at any one time.

There are still ongoing results for them (last year's students), their colleagues and the County.

It's an ongoing thing - we still keep in contact after they've left here.

I hope to develop some resources - I'd like to have a whole batch of material in the library here.

6.2. DEAN OF FACULTY

Heads and teachers are much more isolated than we tend to imagine. The class teacher is sealed into the classroom and the headteacher, in many ways, is sealed into the school. They have very little opportunity particularly in the Primary School, to see what goes on in the total context of primary education.

I think there may be much more anxiety about the role they are being asked to play in terms of work in schools.

We are looking for interesting ways an associate has worked with a tutor and a school. We're trying to develop a number of good practices that have worked.

I'm much happier about producing good practices which result from people's experiences rather than guessing what these practices should be.

I hope we can get a model out based on experience.

The College has got gaps in its curriculum and in its staffing, which have been brought about very largely by the savage contraction of teacher training.

They get a chance to develop an idea and take some time over it.

They get a chance to know how extensive the educational world is.. it's the whole range of possibilities and the extension of the horizon that matters.

Of course, the experience could lead to dissatisfaction (with school) as well.....

The enhancement of professional practice was at the core of the whole operation.

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It is a learning experience and there have been some anxieties on the tutorial side - quite as many on the tutorial staff as on the Heads.

I get the impression the "course" is pretty successful.

The LEAs are particularly interested in the reports they get back from the Associate.

Of the three reports they've had, two are interesting and the third could probably be acted on now.

7. CONTENT ANALYSIS OF RESPONSES FROM EX-STUDENTS

7.1. In what respects did the Teacher Associateship meet your expectations?

The following items were mentioned :

(a) Widening educational horizons and the pursuit of a personal interest.

(b) Return to academic rather than pragmatic attitudes.

(c) Refreshment resulting from absence from the school environment.

(d) Co-operative attitudes of College staff.

(e) Links with other teachers and schools.

(f) Extensive resources - especially the library.

(g) Opportunity to read, study and talk with other people.

(h) Working with students.

7.2. Were there any notable omissions?

The following items were mentioned :

(a) Lack of pre-course discussion and planning.

(b) Lack of knowledge of the range of facilities.

(c) Lack of knowledge of the range of options.

(d) Need for agreed expenses (with the LEA) to cover visits etc.

(e) Lack of time.

(f) The involvement with work-in-schools was badly planned.

(g) Lack of preparation by the College staff to receive Associates and involve them.

(h) Need for more research guidance.

7.3. In what ways has your experience of the Associateship been helpful to you professionally in school?

The following items were mentioned :

(a) The opportunity to take an objective view of "my" school.

(b) New ideas and comparisons from involvement in the work of other schools.

(c) The subsequent development of co-operative activities with other schools.

7.4. In what ways has your experience of the Associateship been helpful to you as a means of personal development?

The following items were mentioned :

(a) Developed confidence as a disseminator of ideas.

(b) Developed confidence as a speaker.

(c) Ideas gained through interaction with professionals and with future teachers.

(d) The chance to develop personal interests for a short period.

(e) The chance to contribute to the work of a College as well as to receive.

7.5. Please add any further comments you might find helpful

The following items were mentioned :

(a) One term is too short.

(b) Pre-course planning and post-course debriefing are needed.

(c) A meeting between new Associates and previous Associates would be useful.

(d) The Associateship might be developed into an exchange programme.

7.6. Some typical comments

I expected to widen my horizons in the educational world.

It proved to be a needed return (for a short while) to academic rather than prgamatic attitudes.

Researching the needs of others (professionally) helps one to focus on one's own.

The very act of being away from one's school ..... every teacher should experience it.

.....it was an open situation and the College staff went out of their way to meet my requirements.

The greatest benefit....was the chance to get away from my own teaching situation and look at myself and my school objectively.

I never really found out what the College had to offer.

Out status was not clearly defined (with regard to work-in-schools).

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I did not get the impression the College was properly prepared for us.

I felt it wise and valuable....to re-examine my philosophies.

I felt I was contributing as well as receiving.

8. RESPONSES FROM LEA ADVISORS

8.1. Only two were involved and both responded, one at considerably more length than the other. This was because one responded by post,whereas it was possible to hold an informal open-ended discussion with the other.

8.2. This respondent pointed out that he kept in very close personal contact with both his Teacher Associates and the College. He received a detailed written report from every Associate, the contents of which, generally speaking, echoed the verbal responses reported in Section 4, above. In his opinion the Teacher Associate Scheme was proving a great success that mutual pay-offs were good and would increase as more experience was gained. He pointed out that the LEA was putting money into it, and would continue to do so.

8.3. With regard to more specific issues he expressed the following opinions :

(a) Organisational problems are inevitable when a number of people are pursuing different personal objectives in a predominently independent studies mode. Obviously, some improvements in pre-course communications and induction were needed, but he did not wish to see breadth of opportunities sacrificed to organisational convenience.

(b) The LEA had different expectations for different teachers - they were not all supported for the same reasons, e.g. "refreshment" for one might be the opportunity "to reflect" on current goals and practice in a fairly philosophical way, whilst for another it might mean a much needed "prod" to widen limited horizons. In this context it was essential for the College to maintain both flexible programming and good communications with the LEA Advisor.

(c) Headteachers had a variety of expectations about their potential contribution to students in training, but they generally over-estimated their capabilities. He was sceptical about the value of involving them with schools and students in this context in anything more than an observational role.

(d) The potential for future development was excellent, particularly in two respects. Firstly, as a means of custom-building staff development as perceived by the LEA for individuals,and secondly as a means of developing on-going contacts between the teaching profession and the College. The College as a resource base could be important in this respect.

8.4. The postal response indicated that the Authority was very satisfied with the programme in most respects but felt that more pre-planning in consultation with the LEA with regard to the Associates' special project was needed, as the LEA had a serious interest in both the topic and the project. Furthermore, two serious criticisms were made which supported the Associates' view, namely, that there was serious dissatisfaction on the part of the Associates' with their teaching practice experience and a lack of clarity in the College about the definition of the Associates' role and status.

9. CONCLUSIONS

9.1. Broadly speaking, it can be reported that this new, and to some extent experimental programme is in a very healthy state of development. There is a high degree of satisfaction from both the Associates and the LEA's; and good support for and commitment to the programme from the College. The overall goal of "professional enhancement" appears to have been achieved, though in varying degrees with different Associates.

9.2. With regard to the somewhat more specific issues raised in the hypotheses in Section 2, above, the following results can be reported :

9.2.1. The "key" benefits and weaknesses are given in 4.4. and 4.5. and relate to the personal satisfaction provided by independent study and time for reflection on the one hand and problems of role definition and organisation on the other. These themes were frequently repeated in the responses from both present and past students. The organisational problem could be relatively easily solved by providing more comprehensive programme literature, arranging some pre-course meetings and starting off with a well-structured induction period which introduces a wide range of College resource providers to the Associates. The problems of role-definition relate to their contacts with students in initial training. There was plenty of evidence to suggest that the Associates had high opinions of their capabilities in this area. Furthermore, the course literature encouraged the Associate to expect this expertise would be made use of by the College. In the event the fulfilment of these expectations depended very much on the kind of personal relationships that developed with individual members of the College staff. Without making (or exploring) value judgements, in practical terms, if the College, for whatever reason, cannot meet these expectations, it would be more sensible to advertise less ambitious objectives.

9.2.2. Most problems appear to have emanated from failures of communications, though what is perceived as a problem - the need for a high degree of personal negotiation - by one student is regarded as one of the programme's greatest strengths by another. Most of these niggles would disappear if the suggestions in 9.2.1. were taken up. There is clearly a problem related to finance. If students are to take the maximum advantage of what the College can offer, travelling allowances are essential. If this were emphasised as part of the pre-course information, the student would be able to negotiate with the supporting LEA in good time.

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9.2.3. The responses from the Tutor-in-Charge and the Dean of Faculty reveal a high degree of sensitivity to the feelings and aspirations of their students and to the problem areas in the programme. There is some evidence in the responses that they perhaps underestimate the strength of negative feelings about poor communications and role confusion. What comes over most clearly is the mismatch between the Associates' self esteem with regard to the kind of contribution they could make to work with students in initial training and the estimates of the College tutors and the LEA Advisor. This could be a potential source of serious dissatisfaction and clearly, some management decisions are called for.

9.2.4. Responses to questions concerned with "unexpected dividends" are really extensions and reinforcements of the two main themes reported in 4.4. There are constant references to : "breadth and flexibility"; "open chances"; "personal refreshment"; "the chance to reflect"; "co-operative and helpful staff"; "the chance to meet other Headteachers and make comparisons"; and there is specific reference to the introduction of two skills - namely, macro-computer applications and interviewing.

9.2.5. Responses to questions concerned with unexpected disappointments on the other hand, are actually positive statements in that they generally lament the lack of time to fulfil new-found interests. This might be partly attributable to those over-ambitious intentions reported by the Tutor-in-Charge (5.1.1. above), but there are enough statements of intent to carry on and, in one case at least, to study for a higher degree, to indicate that this is more likely to be an expression of self-motivation brought about by the opportunity for independent study.

9.2.6. In comparing these findings with the ATEE Conference Paper LEA Fellowships (O'Hare), it is interesting to note that career advancement, the main expectation of the Leeds Fellows, is never once mentioned in the Crewe+Alsager sample. They were, of course, all Headteachers, so this is hardly surprising. However, this may also have coloured some of their other responses leading them to emphasise more philosophical aspects of reflection and refreshment than could otherwise have been the case. In other respects, e.g. contacts with Headteachers, the development of research interests, the appreciation of a respite from the mundane round of school activities, the reports are very similar.

9.2.7. The programme managers, the Tutor-in-Charge and the Dean, and the LEA Advisor had more specific ideas about developments than the Associates. The importance of breadth and flexibility was stressed in order that a variety of both individual objectives and LEA objectives could be met. Great potential was perceived for developing a network of contacts through which on-going work could be shared and for building up the College as a resource base to support such developments. The Associates had somewhat less grandiouse ideas, but certainly expressed the view that their experiences would help them professionally and the hope that various forms of contact could be maintained.

9.2.8. There were no doubts about the value of the experience. However, there were some doubts about the process. The Associates were saying that, effectively, the College offered a very open-ended, highly self-directed programme of study which would not suit everyone. The freedoms were such that only highly organised people could cope with it - which, since by definition they had all coped with it, was to imply that they felt themselves to be "highly organised people". Although this tells us something about the self-esteem in which Headteachers hold themselves, it also implies that the College should give more thought to the organisation of and induction to programmes which involve a very large measure of independent studies.

9.3. A number of interesting issues which might merit further inquiry have emerged from this limited study. For instance :

9.3.1. What are the attitudes of initial training students towards working with Associates?

9.3.2. What are the attitudes of other teachers in school towards working with Associates?

9.3.3. Is it possible to develop a mutually fruitful method of developing interactions between Associates, Tutors, Teachers in schools and students in training?

9.3.4. Would the conscious application of Action Research Methodology by the College in directing Associate Projects help to build up the interactive resource base envisaged in some of the thinking about "futures"?

9.3.5. Would it be generally helpful in pursuing some of these questions to mount a research into personal constructs with regard to the Associateship of some of the participants?

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9.4. Finally, the inquiry clearly demonstrates that a variety of mutual pay-offs have developed and will continue to do so. The potential for mutual staff-development, both for Associates and College staff and for controlled inputs from practising teachers (even though in this scheme this element requires further thought) to initial teacher training is clearly enormous in proportion to the relatively modest investment in human and physical resources that would be required. In times of retrenchment and economic stringency and in view of current DES thinking, there are, no doubt, micropolitical advantages (Glatter) which could be gained both in Colleges and LEA's from supporting this kind of enterprise - for once, to everyone's advantage.

10. SUMMARY

10.1. A small survey was carried out of 10 Teacher Associates at Crewe+Alsager College of Higher Education by focussed interview and postal questionnaires. The sample was too small and idiosyncratic for the application of quantitative, experimental techniques, thus qualitative methods were used.

10.2. Generally speaking, the programme was perceived as successful in terms of personal refreshment and providing a much needed opportunity to stand back and objectively contemplate educational goals.

10.3. A number of issues of specific interest to the College emerged which are reported in Sections 4 - 8, above.

10.4. The following items of more general interest to those involved in the development of in-service work emerged from the discussion of the hypotheses on which the inquiry was originally based :

* the advantage to all clients of an open-ended programme with a large element of self-directed study
* the effectiveness of self-directed study in developing self-motivation
* the great importance of maintaining good communications (pre- , during and possibly after the course) and organisation in such a system
* the importance to Associates of facilitating broad contacts with other schools and teachers
* the need for agreed finance and subsistance for travel with the supporting LEA or other agencies
* the need in devising contacts between Associates, Initial Training Students, College Tutors and Teachers in schools for (a) extreme caution in planning the extent of the interaction and (b) precise definition of roles and status
* the potentially important contribution to ongoing staff development (both in schools and colleges) and school-based research which might be made through the use of colleges as central resource bases for past Associates.

In addition, a number of matters were identified about which useful, further information might be gained.

10.5. In view of the mutual pay-offs which were clearly demonstrated, it was noted that the development of such schemes requiring relatively modest resource backing might be politically advantageous for both colleges and LEA's in the context of economic retrenchment.

11. In considering the validity and reliability of the contents of this evaluation it should be noted that the evaluator was an Assistant Director of the College in question and was obviously interested in the implications of the evaluation from the point of view of College management and overall programme development. The managers interviewed i.e. Dean, Course Tutor and LEA Adviser have seen the draft of the report and consider it an accurate representation of their views and statements.

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APPENDIX. PUBLISHED INFORMATION

1. ONE-TERM SCHOOL TEACHER ASSOCIATESHIPS (PRIMARY)

The College offers a small number of full-time Associateships to teachers serving in primary schools who wish to spend a period of study leave working on a clearly defined object of study relating to the problems and needs of smaller, rural schools.

1.1. INTRODUCTION

The Associateships are classed as poolable and since serving teachers might wish to make plans for secondment a considerable period in advance, applications to the College can be made at any time.

Facilities provided by the College include use of the library, curriculum development dissemination unit and other resources, membership of the Senior Common Room, and allocation of a study room. Moreover, a tutor will be assigned to supervise a teacher's studies.

At the end of the term, teachers will prepare a written report, the successful submission of which leads to conferment of the Advanced Certificate of In-Service Education of the College.

1.2. AIM AND OBJECTIVES OF A TEACHER'S ASSOCIATESHIP

The main aim is to enable a teacher to make a detailed study of an educational problem or need involving his own primary school, or group of local primary schools including his own, which could have a wider reference to the needs of his LEA.

The objectives are to enable the teacher :-

1) With the help of his LEA primary adviser, to articulate in precise terms the educational problem or need to be studied.

2) To undertake in College an appropriate individually designed programme of study, which would allow this problem or need to be examined in depth.

3) To make a small contribution through tuition or supervision towards professional courses offered by the College.

4) To prepare a report on his findings which would be made available to his LEA and the College.

1.3. PROCEDURES AND PHASING OF A TEACHER'S INDIVIDUAL PROGRAMME

a. Soon after recognition of the problem or need by the teacher in association with his LEA primary adviser, he would visit the College for an advisory interview, the main purpose of which should be to establish the precise nature of the educational problem or need and, most important of all, whether the College possessed suitable tutorial and other resources to support the teacher in his work. Further, the interview would establish what expertise and experience the teacher possessed for making a modest tutorial contribution to the College's work.

b) Assuming that each side were satisfied, the teacher would thereafter apply for admission and secondment.

c) The College would, following acceptance, plan a programme for the teacher which could meet the following pattern :-

i) Half a day per week would be set aside for meeting his supervisor.

ii) Half a day per week would be devoted towards attending lectures of choice according to his own preferences. The full range of possibilities (initial or in-service) would be explicitly stated.

iii) Half a day per week would be allocated to his contributing towards professional courses at initial or in-service levels. Supervision of Teaching Practice and other forms of school-based experience could be included in this work.

iv) The balance of the time, 3½ days per week, would be devoted to private study, research or observation. Any of the latter could relate, in response to a personal request by the teacher, to a schedule of visits to schools belo belonging to an LEA or LEAs other than his own, which could assist him in his study.

v) The subject of study would result in a clearly defined product embodied in a report which could be submitted to the teacher's LEA and College not later than the end of the vacation following his term on secondment.

1.4. EXAMPLES OF AREAS OF STUDY OR INVESTIGATION IN WHICH THE COLLEGE STAFF COULD PROVIDE STRONG SUPPORT

1) Primary science and its teaching
2) Primary mathematics and its teaching
3) Language and reading development
4) Management of the primary school curriculum
5) Art and craft in the primary school
6) P.E. and movement
7) Analysing professional needs of primary teachers in rural schools
8) Management of parental involvement in primary schools
9) Evaluating the role of primary schools in rural areas
10) Federal schools in rural areas
11) Heads' leadership in curriculum innovation in primary schools
12) Resources allocation in small rural schools
13) Comparative analysis of the impact of resource cut-back in primary schools.

SECTION FOUR

INSTITUTIONAL APPROACHES

VAN DER REE, B.

IN-SERVICE TRAINING FOR THE INTEGRATED BASIC SCHOOL

ADDRESS FOR CORRESPONDENCE :

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IN-SERVICE TRAINING FOR THE INTEGRATED BASIC SCHOOL

Team-oriented in-service training and schoolbased curriculum development: the Dutch case IVB.

Background

By 1984 nursery and primary schools in the Netherlands will be structurally integrated into 'basic schools' for children from four to thirteen years old. The main educational principles of the new Basic School Education Act could be summarized as follows.

(1) The principle of continuity. The new basic school must ensure an uninterrupted development of each pupil from the age of four to thirteen. The now educational worlds of nursery schools on the one hand and primary schools on the other are to be changed into one basic school world, according to the guiding principle of continuity.

(2) The principle of care-extension. An uninterrupted development for each pupil implies more attention for the individual and his or her interests and social backgrounds, his or her learning styles and difficulties, his or her abilities. The new basic school must find proper ways and means for individualisation and differentiation of teaching and learning activities. Compared with the current practise, this implies an extension of what is in Dutch called 'the field of the teacher's educational care'.

(3) The principle of schoolbased curriculum development. Each new basic school must clarify the school's educational goals, learning sequences within study fields or school subjects, the school organisational planning, ways of evaluating, and so on, in a document called 'the school work plan'. This school-work-plan must be developed by the members of the basic school teacher team, and must ensure the realisation of the principles of continuity and care-extension.

Within the history of primary education in the Netherlands the integration of two types of schools is one of the greatest operations ever undertaken. Especially in an educational sense, for basic schools will be established legally on an arbitrarily fixed date whereas the educational moulding may take several more years.

Teachers in nursery and primary schools must be prepared for the changes to come. This preparation is carried out by means of in-service training courses, which are called 'integration preparing in-service training', in Dutch: IVB.

IVB-courses

These courses are set up and designed to help nursery and primary school teachers on the educational level of the forthcoming integration of their up till now separated schools. The chosen vehicle for these courses is curriculum development at the school level, taking into account the educational principles of the new basic school. Since Teachers Training Colleges did not train the now active teachers in skills concerning curriculum development and, what's more, because they educated their former students at two separated Colleges, one for nursery and one for primary schools, the aim of IVB has been sub-divided into three main objectives.

(1) IVB must promote the establishment of what could be called a basic school teacher team with a joint vision of what their school should be.

(2) IVB must promote the acquisition of curriculum development skills in view of the legal regulations concerning the school-work-plan and in view of educational principles of the basic school.

(3) IVB must promote the augmentation of the capacity for self-renewal within basic school teams in view of the continuous further moulding of their own school within the next years.

The main characteristics of IVB can be described as follows. Each course takes two years with a total of 120 lesson-hours. The organisation most commonly used is a series of 15 course-meetings yearly. Each course group consists of two teacher teams now active in separate nursery and primary schools who will operate as one basic school team within a few years. During the two years of IVB each course group follows the same basic pattern: first a period of curriculum clarification, then a period of curriculum improvement and finally a period of curriculum change. Within each period various starting points may be chosen, for example, the pedagogical climate of the basic school, reading skills for younger and older pupils, school management, and so on. The interplay between the basic pattern and the various starting points make up the fabric of IVB-courses. It may be clear that the word 'course' must not be associated with lessons in the usual sense. Within IVB activities are undertaken and planned by in-service training teams of Teacher Training Colleges in accordance with the needs of trainees.

In-service training teams

The teachers of IVB-courses are recruited from both nursery and primary Teachers Training Colleges. In fact, if a College wishes to incorporate an IVB-course in its curriculum, co-operation has to be established with another College to form together an 'in-service training team' consisting of educationists, pedagogues, subject or study field experts, who are recruited from both types of Teacher Training Colleges on a fifty-fifty base. As of August 1981, 135 Colleges provide 93 in-service training teams which take care an average of 5 to 6 IVB-courses. According to the planning IVB will be ended in 1987-1988.

Conclusion

Started in 1979 the IVB process is in full operation now. It will come as no surprise that still many problems have to be solved. Not only in the educational field but especially in regard to the organisation of interaction between in-service education and innovation at school. IVB is a Dutch attempt to show that the coupling of innovation at school with in-service education can only be considered successful when at least two conditions have been met. First, the project should adopt school-based in-service or change strategies. Second, the participants of the project should have the opportunity to revise project goals, activities and materials to suit their local conditions.

The functioning of the clover-leaf model

an illustration by means of some questions regarding IVB

Question - IVB pretends to pay justice to the principle of schoolbased in-service training while actually there are always two, even three schoolteams within one IVB-course group. Can one say there exists a strained relation between theory and practice on this point?

Answer - Yes, in a way you could say that. But what's the explanation for this phenomenon?
From the macro level point of view there are two clashing interests which have their impact on the micro level. On the one hand there is the national innovation strategy which emphasizes that innovative efforts, including in-service activities, should hook on to or start there where a schoolteam is in the innovative process. So the basic innovative unit is the schoolteam for the basic school. On the other hand the Ministry only can budgetarily provide for facilities when there are in-service training course groups of twenty persons. From this point of view the basic unit is not a schoolteam, because a schoolteam ordinarily consists of eight to nine persons. Now, as we couldn't work without the facilities we had to put two and sometimes three schoolteams in one course group.
The clover-leaf model points at more questions that could be put forward when you think of the impact of this decision on other decisions. For instance, what is the impact on decisions relating to training contents? what kind of relations can or cannot be developed within the trainees group? what did it mean for the relation between trainers and trainees? what were the consequences for the strategy of IVB? what options you had to change to stick to the idea of schoolbased in-service training? was it possible to work any longer with the concept of entering behavior? wouldn't two schoolteams raise differing objectives to attain in their in-service training situation?

Question - Isn't there the danger to loose out of sight the goals IVB was set up for in the first place when the project should hook on to the particular change process a schoolteam is involved with?
Put in another way, who does decide on training contents and training strategy for a particular IVB-course somewhere in a Dutch region? or how is the decision process influenced by whom or what?

Answer - The clover-leaf model stresses out or underlines that an answer to the question should be found after researching several aspects.

(1) What are influences from the macro level? The policy of the Ministry, the teacher unions, parent organisations?

(2) How many degrees of freedom are left over for trainers and trainees? What boundaries are set by the capabilities of each? Should trainers and trainees come to an agreement concerning strategy and contents of the course?

(3) and so on and so further.

WOLFGANG BÜNDER

INSTITUTIONALIZED IN-SERVICE TEACHER TRAINING FOR TEACHERS OF THE NATURAL SCIENCES

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Institutionalized In-Service Teacher Training for Teachers of the Natural Sciences
Excerpts from a National Study in the Federal Republic of Germany

SUMMARY:

The article summarizes portions of the findings of a national study in the Federal Republic of Germany aimed at analyzing the present situation.

In-service trainers active in one of the 14 state or city institutions were polled with a 29 point questionnaire. An analysis of the qualifications and job experience of the trainers as well as their goal statements for in-service training is reported on. Likewise, an analysis of the courses the trainers last conducted with regard to their didactic structure, the various organizational forms, the participants and the subject matter is summarized.

1. INTRODUCTION AND GOAL OF THE STUDY

In-service teacher training in the Federal Republic of Germany has moved more and more in the direction of professionalization and institutionalization. Professionalization, in this case, is understood in connection with the professionalization of the teacher (see "Strukturplan für das Bildungswesen" IV-2.1.1970), as an orientation in subject areas and a limitation of the goal-setting through a description of the professional tasks. Institutionalization is taken as "a coagulation of the fluid life in fixed cultural forms" (Mühlmann, 1969, p. 468). This process of coagulation is exhibited in in-service teacher training in the Federal Republic of Germany through the formation of organizational structures within a larger differentiated system in which there are relatively concrete function relationships with the individual institutions (Bolam, 1977; Bünder and Nentwig, 1978, p. 88).

This development will probably not be completed within the next five years. At present there is a transition phase in which the older structures of in-service training have increasingly disappeared while the new forms and goals have not yet been fully developed. In such a situation it is ne-

In such a situation it is necessary for the in-service trainers to develop their own goal areas, organizational forms and course structures. The literature about in-service training is currently very concerned with discussion and reflections on goals, content, forms, experiences and organizational structures (surveys are found in Friberg 1976, Schriftenreihe des IDM 11/1977, Kroll und Müser, 1980).

On the other hand, the more in-service training is institutionalized, the remoter it becomes from its addressees - the schools. Subjective insights and impressions from, e.g., previous experience in the schools or a contemporary 2 or 4 teaching hours a week in the schools are no longer enough to enable the external trainer to effectively interact with the teachers' activities. Thus, it is necessary to survey the teachers regarding their wishes for further training, their relationship to in-service training, their interests, etc. In the 1960's and early 1970's several studies related to teachers' wishes were reported on (in the Federal Republic of Germany: Hartmann 1972, Arbeitskreis für Lehrerfortbildung 1972, Kratsch et al 1967; and elsewhere: Kaiser 1970, Cane and Schoeder 1970, Watkins 1973). At present it would seem that almost all in-service training institutions utilize more or less a continual survey of teacher wishes and behavior with regard to in-service training in their planning.

Another increasingly relevant aspect of institutionalized in-service training is accented by the caption "Effect Control". The existence of full-time trainers employed by a training institute and the expansion of the task field for such an institute render it not only possible but also necessary to continually evaluate and improve the training services of the institutes. In addition, there is also pressure to demonstrate

the efficiency of the work to outsiders. An urgent problem of in-service training is the systematic survey of individual training courses and/or the whole system. The survey discussed here (1) is to be seen as one aspect of this necessary stock-taking. The goal of the study was to obtain empirically limited information concerning the field of in-service teacher training, its goals and contents, its models of communication and its different work forms. Thus, this study also seeks to serve as one element in the compilation of prerequisites which are necessary for a systematic analysis of the basics of in-service training and its didactics (Baumann and Genger 1978).

While there are some studies of in-service training courses in the German-speaking area (Dierks, Gärtner and Weninger 1969; Hochwald, Kroll and Schmitz 1974; Frey 1976), the survey reported on here is, to our knowledge, the first which has questioned in-service trainers themselves about their conceptions, wishes and training practice. Using this basis, we have emphalimited the broad field of questioning concerning the present situation in in-service training to teachers of the natural sciences. This relates not only to the number of trainers polled, but also to the various subject areas included in the questionnaire. We chose to concentrate on three main areas in our questions:

1. Characteristics of the in-service trainers in the field of science.
2. Goals and didactical concepts of the trainers.
3. The practice of the trainer in his/her in-service courses.

The addressees of the study were in-service trainers who had participated in giving an in-service training course in the natural sciences (biology, chemistry, physics, elementary school general science) in 1977-78. All trainers were polled who had offered a course in one of the 11 state institutes or in one of the city institutes (located in Düsseldorf, Munich, and Nuremberg). The trainers were sent the questionnaire directly using program catalogues whenever possible. A study by Hoch-

wald, Kroll and Schmitz (1974) which makes clear that more than 80% of the available in-service courses are offered by the state and city institutions suggested the limitation to the 14 institutes mentioned above.

Of the 305 questionnaires distributed, 162 were returned and could be analyzed. The return quota of 53.1% is not especially high; however, the 162 trainers who filled out the questionnaire provide a sufficiently large sample for making empirical statements. There is no indication of systematic distortion of the sample through selective response. While a connection between the behavior of those returning the questionnaire (or not) and their answers cannot be discounted, the following results must be interpreted with a certain reservation.

2. THE IN-SERVICE TRAINER IN THE FIELDS OF SCIENCE

A number of questions sought to determine the subject-matter and professional qualifications of the in-service trainers. The findings present quite a differentiated picture of the "typical trainer" in the field of science.

Of the trainers who responded, 92% were men and 8% were women. Most of the women are employed full-time in the schools. More than 90% of women indicated that their activity with in-service training is less than half-time. More than 60% of the women are trainers in biology.

Almost half of the training courses were conducted by trainers who are themselves teachers in the schools. Only 16% of the courses were offered by full-time teacher trainers. More than 80% of the courses were conducted by persons who were employed full-time by the schools (45%), the universities (18%), teacher pre-service training (9%) or industry (12%). In-Service training for all these groups is secondary work. The time spent in in-service training varied from 1 day to 80 days per year. The average was 14 days. Half of the trainers were active in in-service training 16 days or less a year. One could argue that such sporadic activity by the majority of the trainers exerts a significant influence on how the courses are conducted.

The relatively high percentage (18%) of university staff active in in-service training can be seen in conjunction with the emphasis on subject-matter competence in goal setting (see Part 3) and appears to be typical for the field of science. The number of courses offered by full-time trainers ranks third (16%); however, this varies greatly from state to state.

The in-service trainers who responded are teachers, university staff members or full-time trainers highly qualified in the subject matter: 60 persons (37%) have a Ph.D., 37 (25%) have a "Diplom" in a field of science and 14 (9%) are full professors in a field of science. As a contrast, only 6 of the trainers indicated training in educational science. The high level of competence in education and didactics was not obtained through formal education but rather through self-study or experience in the schools.

139 of the trainers who responded (86%) either teach or have taught in the schools at some time. Almost half of them are no longer fully employed in the shcools. The period of active teaching ranged from 1 to 45 years. The average was 12 1/2 years. Half of the teachers have more than 10 years of teaching experience. More than half of the trainers (53%) were active as teachers in a Gymnasium (academic secondary school).

The trainers indicated that they have been active in in-service training for extended periods of time: 52 persons (32%) have been active for more than 10 years and another 64 (40%) for more than 5 years.

In summary one can say that teacher in-service training in the fields of science is mainly conducted by schoolteachers; in second place one finds the university staff members and full-time teacher trainers. Formal qualifications in the subject matter and less formal ones in pedagogy/didactics as well as, in many cases, extensive teaching experience in the schools characterizes the spectrum of qualifications the trainers have. The larger portion of the trainers are teachers in

the Gymnasium who are active in training their colleagues a few days or weeks a year. This trainer activity has a long history for the majority of the in-service trainers who responded.

The in-service training institutes provide the administrative and organizational frame. They have little influence on the contents and methods used in the individual training courser: generally these areas are the trainers' responsibility. Continual, goal-oriented further training or supervision of the majority of trainers who come from the schools is an exception to the rule. The majority of the trainers who conduct in-service training courses do so as a sideline job which sets limits on the further professionalization and institutionalization of in-service training. This is an important task for the central institutes: to see to it that the necessary continuity and generalization of the individual experiences of the co-workers (through research) is realized.

3. GOALS OF IN-SERVICE TRAINING

Teacher in-service training is characterized by an abundance of varied and heterogeneous goal ideas. The didactical conception of a training course corresponds with the particular goal ideas of the trainer. Two questions in our survey deal with the trainer's goals and with the didactical characteristics of the last course offered. The results of these two questions show the expected correlation.

In the first question, utilizing a free-answer method, 158 of the 162 trainers who responded formulated a total of 546 goal statements with regard to the goals and tasks for in-service training. The free-answer method seemed necessary in order to obtain as complete a listing of the variety of goals as possible. In connection with the professionalization and institutionalization thesis, we were interested in learning: Is it possible to differentiate individual emphasis in the goal statements more clearly? To what degree is there a general

consensus regarding the goals and tasks of in-service training? Are there specific differences among groups of trainers? How much agreement is there between the trainers and the wishes of the the teachers related to in-service training?

In order to try to answer these questions, the 546 goal statements were put into 46 categories. Table 1 shows the 10 categories with the highest frequencies and a typical example for illustration in order of frequency.

TABLE 1: Goals and tasks of in-service training courses: the 10 (of 46) categories with the largest number of entries.

1. To dispense with subject-matter-oriented knowledge for instruction (60 goal statements ≙ 11%)
   Bettering the subject-matter knowledge for instruction (actualization)
2. To promote exchange of experiences among the participants (49 goal statements ≙ 9%)
   Exchange of experiences outside of one's own school
3. To handle subject-matter-oriented didactical questions (45 goal statements ≙ 8%)
   Didactical problems such as didactical reduction
4. To relate modern (new) information from the subject-matter field (35 goal statements ≙ 6%)
   Extension of knowledge in the field: new information, new research methods
5. To support, improve and expand general knowledge of teaching methods (34 goal statements ≙ 6%)
   Expand and make the methodologist repertoire more up-to-date
6. To improve skills in experimental methodology (31 goal statements ≙ 6%)
   To show the participants new possibilities for experimentation
7. To discuss and detail syllabi (24 goal statements ≙ 4%)
   Introduction of syllabi
8. To maintain and improve job qualifications (24 goal statements ≙ 4%)
   Maintaining and improving teachers' job qualifications
9. To simplify and improve preparation for instruction (21 goal statements ≙ 4%)
   Dispensing of criteria for selecting instruction contents
10. To introduce new knowledge from research (18 goal statements ≙ 3%)
    Learning of new developments in science and technology

In addition to this very "close to the material" analysis of the answers through construction of a differentiated but difficult system of 46 categories, we also analysed the 546 entries in a scheme involving 12 somewhat broader categories. Eleven of these categories were obtained from the program catalogues of the various state in-service institutes. The categories often served to generally characterize the official in-service programs. The twelfth category serves as a catch-all. In this category one mainly finds the numerous entries relating to an exchange of experience among the tea-teachers in addition to the official course intentions.

TABLE 2: Goals and tasks of in-service training courses: categorization in 12 material independent categories

1. Subject-matter (139 goal statements)
2. Subject-specific curriculum studies (75 goal statements)
3. Instructional methods (46 goal statements)
4. Experimentation (31 goal statements)
5. School organization (26 goal statements)
6. Preparation for instruction (21 goal statements)
7. General curriculum studies/educational theory (20 goal statements)
8. Instructional media (19 goal statements)
9. Development of teaching and learning materials (16 goal statements)
10. Educational policy (7 goal statements)
11. Psychology of learning (6 goal statements)
12. Remainder (primarily exchange of experience and information in addition to the official program) (140 goal statements)

The drastic differences in the frequencies in Table 2 and Table 1 stem, in part, from the divisions which exist in the 36 categories not listed here in the differentiated 46 category scheme.

There is a relatively high amount of agreement among the trainers on two points:

- relating modern (new) information from the subject-matter;
- promoting the exchange of experiences among the participants.

Both goal statements were made by nearly all of the trainers who responded.

At the next level entries relating to subject-matter oriented didactics follow, i.e.,

- subject-matter oriented didactics (and the reduction thereof);
- instructional methods;
- work with experiments.

The goals and task statements given as responses by the trainers in the science fields in our study correlate closely with the wishes and concepts of the natural science teachers as was found in other studies (GDCh 1977, Born and Euler 1977, Pastille 1978). Apparently there is relatively wide concurrance among those involved in teaching (trainers and teachers) concerning the goals and tasks of in-service training. These goals are oriented towards the academic subject-matter disciplines in their present paradigm.

Further, we have explored the question of whether a general consensus in goal setting in the fields of science exists by looking for specific groups of trainers with a very characteristic spectrum of goal statements. Significant differences are not indicated in our study among the trainers in the various fields of biology, chemistry or physics. Differences in the systematics, in methodological approaches or in the usage of results between physics and biology appear to have little effect on the goal-setting for in-service training courses. The length of time a trainer has been active in in-service training also had, according to our data, no influence on his goal statements. On the other hand, there are characteristic differences in the goal statements of trainers from different job situations. Trainers who are employed full-time by the school differ from their colleagues from the university or in-service training institute (see Table 3).

TABLE 3: The relation between the goals of the trainers and their full-time place of work

A. List of all 158 persons' goals according to their rank ≙ 546 goals	School 69 persons ≙ 251 goals	University 28 persons ≙ 85 goals	In-service Institution 25 persons ≙ 94 goals
1. Transmission of subject content for school instruction	1. Making possible an exchange of experience (see A2)	1. Transmission of subject content for school instruction (see A1)	1. Transmission of modern (new) subject information (see A4)
2. Making possible an exchange of experience	2. Improvement of experimental skills	2. Transmission of of modern (new) subject information (see A4)	2. Transmission of of subject content for school instruction (see A1)
3. Handling of subject-oriented didactical questions	3. Support, improvement, and expansion of general methodological knowledge (see A5)	3. Improvement of experimental skills	3. Mainteinance or improvement of qualifications
4. Transmission of modern (new) subject information	4. Handling of subject-oriented didactical questions (see A3)	4. Improvement of cooperation among teachers, universities and industry	4. Handling of subject-oriented didactical questions (see A3)
5. Improvement of experimental skills	5. Transmission of subject content for school instruction (see A1)	5. Handling of subject-oriented didactical questions (see A 3)	5. Simplifying and improving preparation for instruction = Theory into practice

For those trainers who are employed full-time by the schools, the goal of making an exchange of experience among the participants possible is the most frequently set goal for in-service courses. The relaying of subject-matter ranks fifth. For the university staff trainers and the full-time in-service trainers the goal of relaying subject-matter contents is of first importance; a goal of exchanging experience among the participants does not have a high rating for these two groups. The treatment of subject-oriented didactics ranks fourth or fifth in all three groups.

Summarizing, it may be said that two points predominate in the goal setting by trainers in the field of science:

1. the transmission of subject content, and
2. making an exchange of experiences possible.

Subject oriented didactical questions follow. In these thematic points a large amount of agreement exists between the tea-teachers and the in-service trainers. Further, there are practically no differences between the trainers from the different fields of science. However, trainers from the schools clearly differ from trainers from the universities or in-service training institutes: the former stress the exchange of experiences among the teachers, whereas the latter maintain that relaying university disciplines is the major task of the in-service teacher training.

4. DIDACTICAL CHARACTERISTICS OF IN-SERVICE TRAINING COURSES: CONCEPTS OF THE TRAINERS

Along with the general goal statements of the trainers, the didactical concepts which were basic to the actual practice in an in-service course were polled. We were of the opinion that very different types of courses in in-service training could be promoted. One type may be described in the sense of the English Teacher Center, a course which emphasizes collea-colleagues meeting. Quite different is a course in which a subject specialist relays formulas and information useful in teaching. Yet another course type deals with teachers who are open-minded towards in-service training and organize themselves.

Literature concerning the didactics of in-service training courses describes and gives a basis for such course types (Aregger 1976, Bünder, Nentwig 1980, Schmidt 1979, Thomburg 1973). While the in-service courses in the sciences in the Federal Republic of Germany cannot be put into such clearly classified types, we have attempted, with the aid of a 32-item inventory, to differentiate the didactical concepts which were the basis of the last course offered by each of the trainers who responded. Didactical characteristics in in-service courses are formulated in these items. They were rated on a 4-stage scale as to how much the characteristic was an integral part of the last in-service course. In formulating the items, we set out four dimensions of didactical characteristics and formulated eight, sometimes redundant, items for each dimension. Table 4 gives a short description of each of the dimensions and two typical items for illustration.

TABLE 4: Four dimensions of didactical characteristics of in-service courses, their reliabilities based on 8 items and examples of items.

Dimension 1

Gaining exact knowledge or precise behavorial skills which are relevant to reproducable, technically perfect job practice and problem solving (reliability = 0.51).

Item 7: Treatment of the necessary basic concepts of a subject
Item 19: Survey of an area or a certain field of questions

Dimension 2

Possibility of interaction and fostering collegiality, professionalization through social connection (reliability = 0.75).

Item 20: Group experience
Item 22: Working with others

Dimension 3

Rational acquisition of knowledge through training, receptive learning and courses (reliability = 0.51).

Item 16: Information gain for the participants from a subject specialist

Item 26: Answering questions and participants' problems by the course leader

Dimension 4

Active confrontation with in-service training possibilities within the framework of self-organization and self-instruction (reliability = 0.63).

Item 5: In-service training through use of self-instructional methods (e.g. discovery learning)

Item 24: Sharing one's own experience and exchanging experience between the participants

112 of the 162 in-service trainers who responded gave ratings for the complete set of items.

A statistical analysis of these data was carried out to clarify whether the assumed dimensions are usable in describing the differences among the didactical concepts of the in-service trainers or whether other dimensions are needed for a valid interpretation of the item responses. The item analysis gives a middle high reliability (internal consistency) for the subtests 1, 3, and 4 and a relatively high reliabilitiy for subtest 2. But the intercorrelation of the 4 subtests shows that it is not justified to discriminate between the dimensions 1 and 3 or 2 and 4: the correlations between subtest 1 and 3 or 2 and 4 are as high as their reliabilities whereas the other intercorrelations are not significantly different from zero.

A multidimensional scaling analysis (MDS) on the basis of the intercorrelations of all 32 items supports this result. The items form two groups corresponding to the combined dimensions 1 and 3 on the one hand, and 2 and 4 on the other.

Thus one can say that the 112 in-service trainers answered the 32 items in a way that two aspects - instead of four -, namely "knowledge transmission" and "exchange of experience", are sufficient to describe the didactical characteristics of in-service teacher training courses.

In the third step of the statistical analysis, we sought to determine how the didactical concepts of the trainers are dis-

tributed with respect to these two dimensions: how many trainers have "pure concepts", i.e., are mainly oriented to "knowledge transmission" or "exchange of experience", are there "mixed up concepts" and so on. A cluster analysis of the response patterns of the trainers gives a relatively clear picture: there are three clusters (groups) of persons containing 68, 23, and 21 persons. The clusters 1 and 2 are relatively clearly interpretable. Cluster 1 contains those trainers who indicate that they have utilized the following areas of concentration in their last training course:

learning of concrete knowledge;

treatment of the necessary basic concepts of a subject;

learning of new connections and horizons;

information gain for the participants from a subject specialist;

survey of an area or question field;

course in which the participants are made aware of the newest information.

On the other hand, cluster 2 includes trainers who utilized the following areas of concentration in their last training course:

forum for discussion;

in-service training through use of working methods;

learning from colleagues;

exchange of experience among participants;

working with others;

sharing one's own experience and exchange of experience among participants.

In cluster 1 the transmission of knowledge stands in the foreground; in cluster 2 working together and exchange of experiences among the participants were the concentration areas.

The third cluster is not clear. Most of the items which differentiate between this cluster and the other two are below average in this group. It is possible that the trainers collected in the third cluster are those who answered the questions low because they see their courses as being oriented

by more informal characters than most of the items suggest. Apparently the training aspect of in-service training stands in the background for these trainers. On the other hand, clusters 1 and 2 are compatible with both of the preceding analysis: "transmission of knowledge" (subtests 1 and 3) and "exchange of experiences" (subtests 2 and 4) are the two aspects which best differentiate the trainers.

As a result of the cluster analysis almost half of the trainers who responded oriented their last training course to a didactical concept which is most closely described with the characteristics of "transmission of knowledge". Another 25% oriented their last training course to the concepts of group experience, group work and exchange of experiences among the participants. The remaining 21 trainers are difficult to describe using this 32 item inventory.

In comparison with the theoretical basis for the item construction, a fairly poor arsenal of didactical aspects is sufficient to describe the practice in the field of science for teacher in-service training.

The results, regarding the goals of the trainers, reported in section 3, likewise indicate that the two didactical characteristics for in-service training courses, viz. "transmission of knowledge" and "exchange of experiences" are seen as the major tasks of in-service training. As the differentiated emphasis on these two aspects by trainers from schools or trainers from other areas indicates, these goals were not emphasized in the same course at the same time: a course was oriented to one or the other of these goals. It follows that the exchange of experiences among colleagues , from the trainer's point of view, is not a real goal, yet a secondary one of every course. It is the goal of a percentage of the courses and then the major goal.

5. CONDUCTING IN-SERVICE COURSES: FRAMEWORK AND EMPHASES

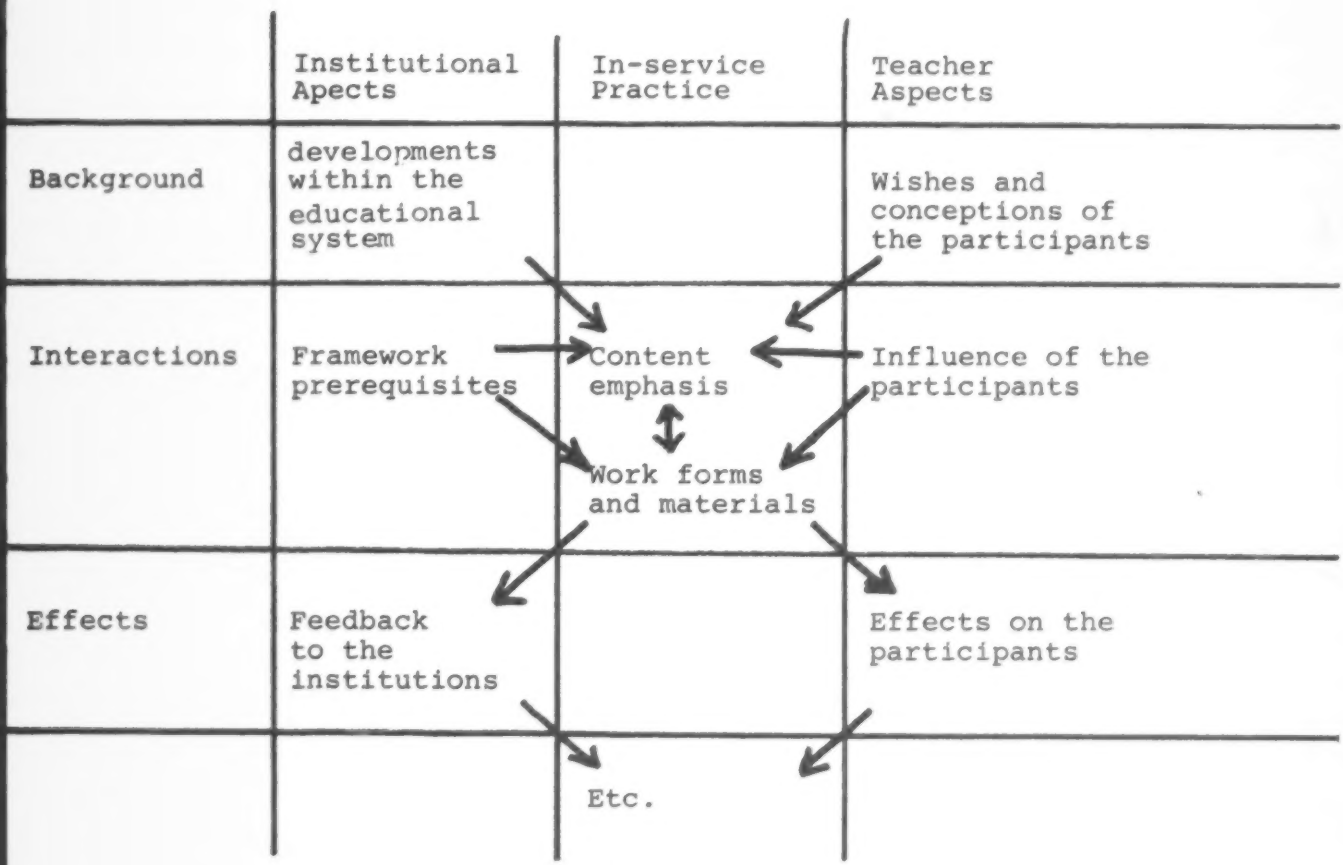
In the preceding two sections we have concentrated on the goals and didactical concepts of the trainers. These aspects will be furthered and rounded off in relation to the train-

ing courses actually conducted in this section of the text.

The goal of the third part of our survey was to gain as true and undistorted a view of the training courses in the fields of science as possible. We, therefore, asked the trainers to respond on the basis of the last training course they conducted. They described "their" last training course either as course leader or co-worker (lecturer, group leader, experiment leader, etc.). In the survey we sought to poll the trainers as completely as possible with regard to the many different curricular aspects.

In order to be able to describe both the differences and the correlations among these elements, we proceded from a concept of in-service training which can be described as an "innovation model" (HAVELOCK 1973, BOLAM 1977). The following scheme was basic to both the questions and their analysis (see Bünder, Nentwig 1978).

TABLE 5: A scheme for the description of in-service training courses



Here we are reporting only a small portion of the findings: from the area of "framework prerequisites" on the length of the in-service courses and from the "teacher aspect" on the composition of the participants in in-service training courses in the field of science. We shall also report on the findings related to "content emphasis" and "work form and materials", but in less detail.

a) Length of in-service training courses

An important determining factor for conducting a training course is its length. The length affects not only the internal organization but the contents of an in-service training course. The question concerning course length was answered by 129 trainers (cf. Table 5).

TABLE 6: Course form (length)

Course form	Number
Afternoon or evening lecture	36 (28%)
Semester course	17 (13%)
1 day course	11 (8%)
Week-end seminar	2 (2%)
1 week course	57 (44%)
2 week course	2 (2%)
Other forms	4 (3%)

The two most frequent forms are the afternoon or evening lecture (either an isolated lecture or as a course with a continuing theme) with 28% and the 1 week course with 44%. Only 28% of the trainers who responded indicate another length.

b) Participant composition in in-service courses

In general in-service training courses must be related to a wide spectrum of interests from participants coming from different types of schools and different levels. In the trainer characterization (see section 2) it was already clear that there is a concentration of teachers at the Gymnasium level (academic secondary school) in the in-service courses in the fields of science. From a total of 151 courses in the science areas 59 (39%) were conducted for only one type of participant. Of these 59 courses 36 (61%) were conducted for Gymnasium teachers. Eight courses (14%) were conducted for "Hauptschule"

teachers (secondary, non-academic school lasting 9 years); 5 courses (8%) for teachers in the elementary schools and 3 courses (5%) for "Realschule" teachers (secondary, non-academic school to grade 10). 92 (61%) had participants from varying types of schools and levels. In 70% of these courses Gymnasium teachers were participants. This group of teachers not only takes part in most of the courses offered but is also represented overproportionally in more than half of them. The teachers from the "Realschule" are the second most represented group: they participate in 34% of the courses in which they make up approximately one-third of the population. When one considers that the majority of the trainers come from the Gymnasium and have gained their teaching experience there, then the emphasis on subject-matter transmission in in-service training in the sciences is quite clear.

c) Content emphasis

In-service training is, in the sciences, generally conducted for one of the school subjects, either biology, chemistry or physics. The courses covered by our survey emphasized the following subject: Physics - 52 courses (38%), Biology - 40 courses (29%), Chemistry - 29 courses (21%). Sixteen courses (12%) emphasized elementary school science, mathematics or other subjects. An emphasis on a combination of subjects was attempted in only 14% of the courses.

Many more integrated in-service courses could be offered with respect to the subject qualifications of the participants. Further research could be done to clarify the motives for such an integrated course content emphasis and the factors which have resulted in the present non-integrated emphasis.

Further questions were used to find out which points of emphasis are made in reference to a certain area in in-service training courses.

In the second section of this paper the general goals with which the trainers identify their work are presented. The eleven categories (see Table 2) used in interpreting the free-

answer question were presented in the questionnaire as a scheme with which the trainer could try to describe the emphasis of the last course he conducted. Table 7 indicates the emphases and the intensity each emphasis was a part of the courses.

TABLE 7: Frequency of the emphases and their average per cent incorporation in the courses

Emphasis	Number of courses	Average % allotment
Experimental work	129	32
Subject-matter oriented didactics	108	31
Subject-matter	102	29
Instructional methods	84	18
Instructional media	65	19
Instructional preparation	42	16
Teaching/Learning material Development	25	17
General didactics	20	14
School organization	15	23
Educational politics	7	15
Psychology of learning	6	10
Other themes	13	

If one compares these results with the data related to general goals (Tables 1 and 2), one can see clear differences. Experimental work, which was mentioned as a general goal only 31 times, is represented in almost every course with an allotment of almost one-third. On the basis of answers to other questions in our survey, it would also appear that the experiment has a key position in the in-service training courses. Themes related to subject-matter didactics are of secondary importance; they are included almost as often as subject-matter content themes. A reduced importance for subject-matter didactics in relation to subject-matter content as seen in the goal statements is not evident here.

If one observes the division of the emphasis in relation to the various school subjects, there is no significant difference in biology, chemistry or physics courses. Here one has a unified picture for all the fields of science.

However, if one differentiates on the basis of the varying types of participants (teachers from Gymnasium, "Hauptschule", "Realschule", or elementary school) then one sees differences. In courses where Gymnasium teachers predominate, an emphasis on subject-matter content may be observed. Subject-matter didactics played a minor role here. The emphasis is reversed in courses where teachers from the other three types of schools predominate. Experimental work is strongly represented in many courses where all three groups are found.

d) Work forms and materials in in-service courses in the sciences

It is likely that not only the knowledge, attitudes and problem-solving strategies learned in an in-service course are later transferred by teachers to their own activities but also the methods (teaching forms and materials) with which they learned. Learning methods which a teachers has used (been subjected to) over long periods in his own learning find their place in school instruction. For this reason, we have attempted to survey the work forms and materials used in in-service courses.

As attempt was made to include work forms and materials as integrated determinant properties of instruction via a simultanous survey of three dimensions. (In the following, first the three dimensions will be described individually, then in relation to one another).

First dimension: in-service training courses in groups of different sizes

According to our findings approximately 1/3 of all the time spent for teacher training is alloted to work in groups of 2-4 people. Almost as frequent is work in groups of 15-30 people. Then comes work with individuals. However, whereas the larger groups (9 members and up) do not usually change throughout the duration of the course, the small groups vary in size: during a training course of average duration (i.e. one week) the groups

are altered about 2 times. In-service training courses, then, correspond by approximately two-thirds, to instruction in a normals-size class though with come variation of the number of participants (presumably more than is actually the case in schools).

Second dimension: work forms in in-service teacher training

Teachers spend a considerable amount of time during an in-service course "discussing and debating". This is where a relation to the goal "meeting with colleagues" is clearly established. At the same time, however, the question arises, if teachers consider this activity as being meaningful, whether it would not also apply to students during science teaching. The second most frequent activity is "lecture/discourse" in groups of between 9 and 30 participants. Together "discussion and debate" and "lecture/discourse" take up 2/3 of the time. The third most frequent activity (approx. 1/5) is "experimentation". "Reading" and "elaboration", is comparison to the first three work forms, are relatively infrequent.

Third dimension: media/materials in in-service training

In summary it can be said that the media and materials used in the in-service training courses for the sciences fall mainly into three groups:

1. The papers prepared by the organizes of the course (lecture scripts, work materials).
2. The equipment used by students to perform experiments and by teachers for demonstration purposes.
3. Teaching and learning materials with book-like character

The three areas are approximately of equal importance. On the other hand, film and slides as media are receding into the background. Overhead stencils have overtaken the blackboard. The working papers of the participants play a minimal role.

Now several connections between group size, work forms and the media/materials shall be established: experimental apparatus for students is used primarily for individual work or in groups fo 2-4 persons. In somewhat larger groups of teachers (5-8 persons) pertisent test booklets, directions, for doing experiments and other student material are disussed in addition. Equal-sized discussion groups of teachers with their attendonts, moreever, are preferred when discussing textbooks or teacher hand-outs for the schoolbooks. Lecture manusscripts are the preferred medium in large in-service training courses with more than 30 people. Film is treated as general information for all participants. Working papers prepared by participating teachers are usually used in small groups (if it all). Courses with still more participants are serviced by "experts" where media is concerned (in-service teacher trainers, speakers from schools and universities).

On the whole, intensive efforts at many in-service science teacher training courses to confront teachers actively through discussion and experimentation with (prefabricated) materials and thus to involve them in the learning process must be evaluated positively. One goal of in-service training which is offen mentioned but seldom achieved is to guide the teachers towards self-sufficiency and self-help. (The consequences of this for instruction and espacially for the students are obvious). This last aspect is verified by a question with which we ask after the effect of in-servive teacher training courses with respect to a possible stabilizing, relativizing or unsettling effect of the courses.

Approximately 90% of the trainers were sooner of the opinion that they stabilized the participants as a whole in that they taught them something which they now master. The participants did not then leave the courses primarily with a feeling of insecurity or relativized with respect to their previous actions.

Stabilization and unsettlement can certainly turn out ambivalently with respect to its effect on education. However, the overall context within which the vote is given to stabilization leads us to fear that the balance between "transmitting concrete knowledge" versus "formative intervention of the learner, unsettlement and changes" shifts in the actual practice of in-sercive teacher training in science mostly to the former pole.

e) Outlook

Questions after the continued clarification of the role of science teaching seem to us to be desperately needed after having viewed the findings of our investigations. Each particular discipline proves to be a very influential factor for the actual practice of in-service teacher training in science. There seems to be a conception of the subject that sees the science not so much as a process of knowing and method for attaining knowledge as the collection of scientific facts, model conceptions, concepts and theories. Thus the result-producing structural and closed aspect of science is overemphasized in in-service training. Many of the causes for the transmittal and work forms of in-service teacher training in science probably lie hidden in this understanding of science as a desicipline-oriented code (see BERNSTEIN, 1971) of collecting scientific concepts and theories. This, of course, indirectly also affects the possibilities for change with respect to many of the problems, and great efforts between teachers and students during science instruction.

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SITUATIONSBERICHT DIE LEHRERFORTBILDUNG IN DER BUNDESREPUBLIK DEUTSCHLAND

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SUMMARY

This article is organised into two sections:
(1) a shorter one dealing with general patterns of teacher education in the Federal Republic of Germany and
(2) a second pointing out the main aspects of in-service policies and practice in this country.
Part (1) illustrates that all German teacher training
-is organised on the institutional level of universities,
- is following consecutive patterns, i.e. the two components subject-studies (including educational studies) and teaching practice are totally independent from each other.
Starting from the formal obligation for every teacher to keep up his professional qualification part (2) discusses the inservice policies of different German "Länder"(states). "Landesinstitute" as centralised institutions for inservice teacher training have been founded in the last years, operating without any links to universities. They are organising and offering courses concerning various subjects and fields of school-life. On the other hand: the percentage of practising teachers taking part in this courses is very low. The article is trying to give some explanations.

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SITUATIONSBERICHT:
DIE LEHRERFORTBILDUNG IN DER BUNDESREPUBLIK DEUTSCHLAND

Daten zur Erstausbildung der Lehrer

a) Für alle Studiengänge der Lehrerausbildung ist das Zeugnis der Hochschulreife (Abitur) Voraussetzung.
Das trifft nicht zu für die Ausbildung der Erzieher(innen) des Kindergartens. Eingangsvoraussetzung hierzu ist ein Abschlußzeugnis der Sekundarstufe I ("Mittlere Reife" oder Vergleichbares).

b) Die Lehrerausbildung in der BRD umfaßt zwei voneinander institutionell völlig getrennte Komponenten.
- Das Studium an einer Wissenschaftlichen Hochschule
- den Besuch eines Studienseminars bei gleichzeitigem Einsatz in der Schulpraxis mit eigenverantwortlichem Unterricht.

Eine davon abweichende Grundstruktur weist einzig der 1974 an der Universität Oldenburg vom Bundesministerium für Bildung und Wissenschaft eingerichtete Modellversuch zur "Einphasigen Lehrerausbildung" auf, der noch bis Mitte der 80er Jahre läuft. Er faßt die beiden genannten Phasen in integrierten Studiengängen zusammen.

Wissenschaftliche Hochschulen, die Lehrerausbildung durchführen, können sein:

1. Universitäten:
   Alle Lehrer der Sekundarstufe II werden an Universitäten ausgebildet, z.T. aber auch Lehrer der Sekundarstufe I und der Primarschule.

2. Technische Universitäten/Hochschulen:
   Es gelten die unter 1. gemachten Aussagen; darüber hinaus liegt ein Schwerpunkt bei der Ausbildung von Berufsschullehrern/Studienräten an Berufsbildenden Schulen.

3. Erziehungswissenschaftliche Fachbereiche/Fakultäten der unter 1. und 2. genannten Hochschulen: Lehrerausbildung findet also nur in einem seperaten Bereich der Universität statt, nicht integriert mit anderen Studiengängen. Teilweise sind die Erziehungswissenschaftlichen Fakultäten identisch mit zuvor existierenden Pädagogischen Hochschulen.

4. Pädagogische Hochschulen: Sie bestehen weiterhin in einigen Bundesländern, etwa in Baden-Württemberg und Schleswig-Holstein, als spezifische Hochschulen für die Lehrerausbildung; ansonsten wurden sie - beginnend 1969 in Hamburg - in Universitäten überführt.

Studienseminare, deren Aufgabe es ist, die Kluft zwischen der Hochschulausbildung und der vollen "Berufsfähigkeit" in der Praxis zu schließen, hat es traditionell immer für die Gymnasiallehrer gegeben. Mit der wachsenden Verwissenschaftlichung auch der anderen Lehramtsstudiengänge wurde die Notwendigkeit eines neuen Praxisbezuges hier ebenfalls dringend. Seit 1972 (Bundesland Hessen), verstärkt Ende der 70er Jahre, wurde in den meisten Bundesländern ein Vorbereitungsdienst in diesem Sinne auch für Lehrer der Primarschule und der Hauptschule eingerichtet (Ausnahme 1979/80: Baden-Württemberg, Berlin, Saarland). Ausbildungsinstitutionen sind in der Regel sog. Studienseminare, die regional organisiert sind.

c) Mit Ausnahme des Modellversuchs zur Einphasigen Lehrerausbildung an der Universität Oldenburg/Niedersachsen umfassen alle Lehrerausbildungsvarianten zwei Phasen:

1) Studium an einer Hochschule
2) Schulpraktische Ausbildung während des "Vorbereitungsdienstes" (auch "Referendariat" genannt) an einem Studienseminar.

Zu 1) Dauer des Studiums für
- Primarschullehrer: 6 Semester = 3 Jahre
  (im Bundesland Bremen: 8 Semester)

- Hauptschullehrer, Lehrer der Sekundarstufe I: 6 Semester (im Bundesland Bremen: 8 Semester)
- Realschullehrer, Lehrer der Sekundarstufe I: unterschiedliche Regelungen, 6 - 8 Semester
- Gymnasiallehrer, Lehrer der Sekundarstufe II: 8 Semester
- Sonderschullehrer: unterschiedliche Regelungen, zumeist 8 Semester
- Berufsschullehrer, Lehrer der Sekundarstufe II: unterschiedliche Regelungen, zumeist 8 Semester.

Die genannten Semesterzahlen sind Mindest-Studienzeiten und werden häufig (für die Lehrämter der Sekundarstufe II fast durchweg) und teilweise ganz erheblich überschritten.

Zu 2) Dauer des Vorbereitungsdienstes/Referendariats: für alle Lehrämter 18-24 Monate (Unterschiede länderabhängig). Während dieser Zeit unterrichtet der Referendar bereits eigenverantwortlich an einer Schule zwischen 8 und 14 Wochenstunden

Die einphasige Lehrerausbildung in Oldenburg integriert theoretisches Studium und unterrichtspraktische Ausbildung in einem Studiengang, der
- für Lehrer der Primarstufe und der Sekundarstufe I 9 Semester
- für Lehrer der Sekundarstufe II und der Sonderschule 11 Semester

umfaßt.

d) Am Ende des Hochschulstudiums steht das "1. Staatsexamen", am Ende des Vorbereitungsdienstes das "2. Staatsexamen". Beide Examen zusammen erlauben eine Anstellung als Lehrer im Beamtenverhältnis (auf Lebenszeit).

Je nach Art des absolvierten Studiums wird mit den beiden Staatsexamen die Lehrbefähigung für eine bestimmte Schulstufe oder einen bestimmten Schultypus ausgewiesen, z.B. "Realschullehrer", "Studienrat" (Lehrer des Gymnasiums oder der Sekundarstufe II).

Rechtliche Vorgaben zur Lehrerfort- und -weiterbildung und deren bildungspolitische Einschätzung

In den Schulgesetzen und den Gesetzen zur Lehrerausbildung finden sich zumeist nur programmatische Hinweise auf die Pflicht des Lehrers zur Fortbildung wie:
"Der Lehrer ist verpflichtet, sich zur Erhaltung der Unterrichtsbefähigung in der unterrichtsfreien Zeit fortzubilden". (Niedersächsisches Schulgesetz vom 21.7.1980, § 36,2)

"Maßnahmen der Fortbildung sollen den Lehrer in die Lage versetzen, den sich ändernden Anforderungen seines Amtes zu entsprechen.
Die Verpflichtung des Lehrers zur Fortbildung umfaßt auch die Teilnahme an Veranstaltungen innerhalb unterrichtsfreier Zeiten". (Nordrhein-Westfalen, Lehrerausbildungsgesetz vom 29.10.1974, § 18,1 und 18,2).

"Fortbildung der Lehrer

1. Die wissenschaftliche Fortbildung der Lehrer dient der Sicherung der erworbenen Qualifikationen.
2. Die Fortbildung soll den Lehrer mit dem neuesten Stand der für die Berufspraxis erforderlichen Wissenschaften vertraut machen und ihn zur kritischen Reflexion und zur Verbesserung seiner Unterrichtsgestaltung befähigen.
3. Die Fortbildung ist Bestandteil der Berufstätigkeit der Lehrer. Jeder Lehrer ist zur Fortbildung verpflichtet.
4. Für die Fortbildung der Lehrer im Rahmen organisierter Veranstaltungen kann Stundenbefreiung gewährt werden.
5. Veranstaltungen für die Fortbildung der Lehrer zu organisieren ist insbesondere Aufgabe der Universität und des wissenschaftlichen Instituts für Schulpraxis." (Bremisches Lehrerausbildungsgesetz vom 2.7.1974, § 11)

Die Lehrergewerkschaften, vor allem die GEW hingegen haben in vielfachen Erklärungen Zielsetzungen einer qualitativ und quantitativ auszubauenden Lehrerfortbildung benannt:

- Ergänzung und Vertiefung von bereits erworbener Qualifikationen
- Reaktion auf den Strukturwandel im Schulsystem, der durch wissenschaftlich-technische und gesellschaftspolitische Entwicklungen verursacht wird
- Reaktion auf veränderte Sozialisationsbedingungen (z.B. Rolle der Medien) und neue pädagogische Probleme
- Auseinandersetzung mit neuartigen Schulproblemen wie z.B. dem gestiegenen Anteil von Ausländerkindern, den Auswirkungen der steigenden Arbeitslosigkeit von Jugendlichen.

Auf der Ebene der praktischen Bildungspolitik fehlen weithin gesetzliche und materielle Voraussetzungen einer kontinuierlichen Fortbildung. Die Pflicht und das Recht des Lehrers an ihr teilzunehmen sind ungenügend konkretisiert durch Verordnungen, Anweisungen, institutionelle Regelungen. Eine Konsequenz: die Statistik weist aus, daß in Nordrhein-Westfalen im Schuljahr 1978/79 rund 72.000 Lehrer an Fortbildungsmaßnahmen teilgenommen haben. Dies bedeutet für jeden Tagungsteilnehmer im Durchschnitt 2,1 Fortbildungstage, umgerechnet auf die Gesamtzahl der Lehrer in Nordrhein-Westfalen entfällt auf jeden Lehrer - gemessen am Fortbildungsangebot - 1 Fortbildungstag.

Von der Fortbildung der Lehrer unterschieden werden kann die Weiterbildung.

"1. Die wissenschaftliche Weiterbildung der Lehrer dient der Veränderung der erworbenen Qualifikation im Rahmen des einheitlichen Lehramtes.
2. Die Weiterbildung ermöglicht dem Lehrer den zusätzlichen Erwerb einer... Qualifikation. Jeder Lehrer kann durch ein zusätzliches Studium die Lehrbefähigung für jede andere Stufe erwerben."
(Bremisches Lehrerausbildungsgesetz vom 2.7.1974, § 12)

Weiterbildung in dem Sinne einer Qualifikation auf höherer Ebene und verbunden mit der Konsequenz eines beruflichen Aufstieges ist für Lehrer in der Bundesrepublik ein sehr schmaler und unter Aufbringung persönlicher Opfer zu begehender Weg. Verschiedene gesetzliche Regelungen erlauben ein Weiterbildungsstudium parallel zu der beruflichen Tätigkeit als Lehrer, die in

der Regel in vollem Umfang aufrecht erhalten werden muß. Relativ häufig ist beispielsweise ein solches "Kontaktstudium" an einer Hochschule, in dem Hauptschullehrer das Examen als Realschullehrer oder Sonderschullehrer anstreben.

Der Erwerb einer höheren Qualifikation wird für die Besoldung/das Einkommen des Lehrers nur dann relevant, wenn dieser Lehrer auch eine entsprechende Anstellung findet. Zur Verdeutlichung: erlangt eine Lehrer durch Weiterbildung und erfolgreiche Prüfungen die Lehrbefähigung als Realschullehrer, so erhält er ein höheres Gehalt (das Realschullehrergehalt) nur dann, wenn er die Hauptschule verläßt und Lehrer an einer Realschule wird. Für Lehrkräfte, die ihren Arbeitsplatz nicht wechseln wollen oder können, bietet die Weiterbildung keinen materiellen Anreiz.

Für das gesamte Feld der Lehrerfort- und -weiterbildung, daß der Lehrer aus seinem individuellen Engagement keine Rechte oder Ansprüche ableiten kann, die auf eine Verbesserung seiner beruflichen Stellung zielen. In Verbindung mit der oben hervorgehobenen Tatsache, daß die Pflicht zur Fortbildung in der Praxis nicht bindend wirkt, ein individuelles Engagement aber durchaus eine persönliche Belastung darstellt, erklärt sich die vergleichsweise schwache Beteiligung der Lehrer an Maßnahmen der Lehrerfort- und -weiterbildung.

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Im föderalistisch organisierten Bildungswesen der BRD obliegt die Fort- und Weiterbildung der Lehrer den Bundesländern. In den letzten Jahren sind unter dieser Aufgabenstellung Landesinstitute entstanden, z,B. das "Hessische Institut für Lehrerbildung", das "Landesinstitut für Curriculumentwicklung, Lehrerfortbildung und Weiterbildung" in Nordrhein-Westfalen".
Ihre Aufgabenstellung kann von unterschiedlichem Umfang sein; das zitierte nordrheinwestfälische Institut hat den Problemkreis der Curriculumentwicklung einbezogen und faßt damit sehr weit. Es stell sich folgende Aufgaben:

"Allgemeine Aufgabe des Landesinstituts ist es,
- an der Verbesserung der pädagogischen Arbeit in Schulen und Weiterbildungseinrichtunger im Lande Nordrehein-Westfalen mitzuwirken,
- Erkenntnisse der Wissenschaften für die Praxis in den Bildungseinrichtungen aufzubereiten,
- Bildungspolitik und Bildungsorganisation in ihrer Arbeit zu unterstützen und
- Lehrer und Weiterbildungspersonal entsprechend fortzubilden.

Das Landesinstitut wird unter Beachtung bisheriger Praxis in Zusammenarbeit mit Wissenschaftlern und Pädagogen (Lehrer, Mitarbeiter der Weiterbildung) Dienstleistungen erbringen bzw. einen Anteil zur Entwicklung leisten:
- Lehrpläne und Curricula
- Unterrichtshilfen und Handreichungen,
- Unterrichtsmedien und Publikationen,
- Organisationshilfen und Arbeitsmittel,
- Informations- und Dokumentationsdienste
- Fortbildungstagungen und Seminare."

(Landesinstitut für Curriculumentwicklung, Lehrerfortbildung und Weiterbildung: Das neue Landesinstitut. Aufgaben, Programm, Entwicklung. Düsseldorf 1978, Seite 27/28.)

Die Dienstleistungen des Landesinstituts sind den Aufgabenkomplexen entsprechend organisiert: es bestehen drei Abteilungen für Curri-

culumentwicklung, Lehrerfortbildung und Weiterbildung und daneben zentrale Einrichtungen für Verwaltung, Recht und Dokumentation.

Neben dem Lehrerausbildungsgesetz ist das Landesinstitut als institionell-organisatorische Umsetzung der bildungspolitischen Initiative im Bereich der Lehrerfortbildung ein Schlüsselinstrument für die zukünftige Entwicklung. Überregionale, regionale und lokale Lehrerfortbildungsinstitutionen können sich langfristig sicher nur in Kooperation mit den jeweiligen Landesinstituten behaupten. Einrichtungen freier Träger (etwa der Gewerkschaften, der Kirchen) haben in ihrer zumeist historisch gewachsenen Sonderstellung seit jeher daneben eine randständige Bedeutung.

Von geringer Bedeutung -zumal im Vergleich mit europäischen Nachbarstaaten- ist in der Bundesrepublik der Beitrag der Hochschulen zur Lehrerfortbildung. Die traditionelle Praxisferne wissenschaftlicher Ausbildung in Deutschland ist sicher eine der Ursachen dieses Tatbestandes. Eine gewisse Öffnung der Universitäten für die allgemeine Erwachsenenbildung -und damit auch für die Fort- und Weiterbildung der Lehrer- leisten Einrichtungen an ca. 15 Hochschulen (u.a. Frankfurt, Mainz, Göttingen, Hannover, Bielefeld, Oldenburg, Hamburg), die als "Zentralstellen für Wissenschaftliche Weiterbildung" konzipiert sind. Sie stehen unter der Zielsetzung, wissenschaftliche Ergebnisse und Methoden allen Interessierten außerhalb der Hochschulen zugänglich zu machen und vermitteln in dieser Absicht Hochschullehrer an Einrichtungen der Erwachsenenbildung (v.a. Volkshochschulen der Region). In Absprache mit dem Adressatenkreis können auf diese Weise in begrenztem Umfang spezifische Bedürfnisse einer Lehrergruppe zum Gegenstand wissenschaftlicher Weiterbildung werden, z.B. Seminare zum Problembereich Elternarbeit, zur Umsetzung neuer Sozialisationstheorien in pädagogische Praxis, zu sonderpädagogischen Fragestellungen in der Berufsschule (aus dem Angebot der ZWW / Universität Oldenburg).

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Die Landesinstitute zur Lehrerfortbildung wirken v.a. auf drei Ebenen:

- Sie übernehmen die Fortbildung von Seminar- und Fachleitern (das sind Personen, die im Referendariat, der Erstausbildung der Lehrer Führungsfunktionen wahrnehmen), von Schulaufsichtsbeamten (das sind Schulräte und Dezernenten) und von anderen Multiplikatoren.
- Sie führen Pilotveranstaltungen durch, die als Modelle für die regionale Lehrerfortbildung dienen können.
- Sie übernehmen die Fortbildung von Lehrergruppen, die wegen ihrer geringen Zahl (z.B. aufgrund eines spezifischen Fachanliegens) regional nicht betreut werden können.

Das Lehrangebot zur Lehrerfortbildung wird an den Schulen des jeweiligen Bundeslandes bekannt gemacht (z.B. durch das offizielle Schulverwaltungsblatt). Orte der Lehrerfortbildung sind zumeist Lehrerfortbildungsheime, Heimvolkshochschulen oder andere Einrichtungen der Erwachsenenbildung, die von den Lehrern für die Dauer von ca. einer Woche besucht werden.
Gewerkschaften, Parteien, Stiftungen und andere Träger wirken in den Bereich der Lehrerfortbildung mit ihren Seminarangeboten hinein. Die Teilnahme während der Schulzeit bedarf für den Lehrer der Genehmigung durch die Schulverwaltung.
Angebote der "distance education" spielen in der BRD für die Lehrerfortbildung eine geringe Rolle: allgemeine Programme werden allenfalls individuell von Lehrern wahrgenommen.
Lehrerfortbildung in den Schulen bzw. auf lokaler Ebene obliegt der Initiative der unteren Schulverwaltungsbehörde oder eines Schulkollegiums. Über die Gesamtkonferenz oder die Fachkonferenzen einer Schule erwachsen auf diese Weise freiwillige Gesprächs- und Arbeitskreise.

Ein spezifisches Angebot für Schulleiter ist im Veranstaltungskatalog der Landesinstitute zu finden; in seiner Verbindlichkeit bzw. Unverbindlichkeit gleicht es dem Gesamtbereich Lehrerfortbildung.

EGON FOLDBERG

INSERVICE TRAINING ON A SHOESTRING - THE TRAINING OF THE TRAINERS

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THE TRAINING OF THE TRAINERS
SUBJECT: ENGLISH.

There are areas in the field of INSET which seem to me to have been largely neglected, while other areas seem almost over-documented. One of these largely neglected areas is that of the inservice training of the 'multipliers', i.e. teacher trainers, advisers, institution leaders etc., an area which in many countries is left more or less to chance, private initiative, and in any case is either under-subsidised or not subsidised at all.

It is of course true that if you want fairly quick results from an inservice enterprise undertaken to answer a need created by educational reform in e.g. the primary school, the obvious target group is that of teachers already active in the school form in question. It is equally true, however, that unless you also undertake something towards those who administer initial training to future teachers in the school form that has undergone reform, you risk leaving a sizeable portion of initial teacher training far behind the reality for which it is supposed to train teachers. In other words, for educational reform to have a lasting effect, you need to see the initial teacher trainer as a key person.

As it has fallen to my lot since 1974 to be responsible for organising INSET for the trainers of English teachers in Denmark, the following case story is a very real one, drawn from personal experience. It is - and is intended to be - a down-to-earth story, describing the problems that face you when organising INSET for a small, fairly well-known group of people, when trying to assess and serve their needs, between the Scylla of what they consider to be their needs, and the Charybdis of their desired function as seen in the light of a) legislation pertaining to their subject and to teacher education in general, b) the needs and desires of their students, and c) the needs of the school form for which they are training teachers. If in addition you can manage to squeeze into your inservice provision some component which points the teacher trainer in a direction where he can be a trend-setter for his subject wherever it is

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taught, you may consider yourself a very lucky inservice organiser, indeed. the case needs to be set in some kind of historical framework, which will be kept as brief as possible.

THE HISTORY

Looking back over even a very limited span of history, there was a belief - strange as it may seem - that teacher trainers could go on without more than a sporadic provision of inservice training. It is, however, quite true that until 1972 there was no formalized apparatus for the provision of INSET to teachers trainers in Denmark. In fact, when a new Teacher Education Act was introduced in 1966, all that was thought necessary was a day of introductory lectures to a select body of teacher trainers. If some of the undoubtedly good intentions of this piece of legislation may seem to have gone awry, part of the explanation might lie herein. This paper will -as already indicated by the title - deal with that particular sector of teacher training that I am responsible for: the trainers of teachers of English in 29(30) Danish colleges of education + the Greenland College of Education in Nuuk (Godthaab) + Foroyar Laererskuli, the Thorshaven College of Education, Faroe Isles.

Size and Composition of Target Group: Even in the expansive sixties, the group numbered no more than appr. 100 people, dotted in ones, twos, and threes across the Danish landscape. Until 1963, when 'Seminariernes Engelsklaererforening', the 'Association of College of Education Lecturers in English', for obvious reasons normally referred to as S.E.L.F. or 'self'*, most of them hardly knew each other, and would at most meet once every 4 or 5 years at a Ministry of Education-sponsored subject area meeting.

Due to the history of the gradual upgrading of Danish College of Education, which runs closely parallel to the corresponding English process, the group is composed of three main categories of teachers: a) your successful primary school teacher who has made it into teacher training with or without supplementary education, b) university-educated M.A.'s with English - normally - as their main subject, and c) cand. paed.'s (see below **), educated at the Royal Danish School of Educational Studies.

Today, with the Ministry of Education imposed shrinkage in student intake, the group is no bigger, and almost to a person the same, since hardly any new people have been taken on; nor does anything indicate that there will be a strong infusion of new blood in a foreseeable future.

* was founded

** special degree course (apps M.Ed.) organized by the Royal Danish School of Educational Studies, integrating the didactic and academic sides of subjects.

Some key dates in the development on inservice training for the group:

1963: Association founded

1966: New Teacher Education Act passed. The accompanying Circular (Annex 1) describes in great detail the responsibilities of the trainers of English teachers where aims, syllabus, and - centrally set - examinations are concerned. Disciplines as Communicative Competence, Grammar, Phonology receive particular emphasis.

1972: First (partly) Ministry of Education-sponsored group goes abroad for in-service, on the initiative and under the aegis of the Association of English Teachers. They do so to attend the conference of the International Association of Teachers of English as a Foreign Language (IATEFL). On to the three-day conference with a multitude of speakers with an international reputation the Association (self) has added a day and a half of lecturers of their own choice.

1974: National Subject Area Managers (HMI's) appointed for each subject represented in Teacher Education. Appointments are on a part-time basis, as advisers' grassroots connection to teacher education is seen as important.
As inspectors/advisers are considered unnecessary in higher education by teachers and their professional associations, great care is taken to instruct the advisers to tread warily and act more in a liaison/consultant than inspector capacity. Among other things they are placed in charge of inservice in their subject, and instructed to arrange this in co-operation with the association, if any, of teachers in their subject, and with the National Union of Teacher Trainers. The latter will negotiate on behalf of all subject area associations with the Directorate for Teacher Education for the amount and distribution of INSET subsidies.
First independent, more or less tailormade, conference held for English teachers at York University, sponsored and subsidised by the Danish Ministry of Education and the British Council Courses Department, London. Duration 10 days. Cost to conference members: none.

1975: Revision of all clauses in Teacher Education Act of 1966. From having been represented in objectives and syllabus, Special Didactics is promoted to being a subject of oral examination, adding further emphasis to the discipline on two levels: that of the student teachers themselves and that of their future pupils.
Subsequent INSET courses therefore try to carry out three aims: a) to improve conference members' knowledge of those disciplines to which Didactics is most easily linked, i.e. Linguistics, preferably applied; b) to improve conference members' communicative competence and performance, and c) to take members to parts of the British Isles hitherto unknown to them, so conferences are based in Edinburgh (1975-76), Reading (-77), Dublin (-78) Bangor, North Wales (-79)

Norwich (-80), Lancaster (-81). With the exception of the Irish and Welsh conferences, they are all given by university linguistics departments.
Finances: With the exception of the York and Lancaster conferences, where a substantial British Council subsidy helped to bring costs down, conference members have had to pay a sizeable share of conference costs themselves. Depending upon the size of the subsidy and the exchange rate of the £, members have paid between one and two thirds of tuition, board and lodging, and travel expenses. Participation has varied between one half and one third of the entire teaching force (50-33).

BIRTH OF AN INSET CONFERENCE

The actual case story is that of conference not yet at the time of writing, but about to be, held. Venue: Manchester Polytechnic. Theme: Social Conditions in the Industrial North in the 17-, 18-, and 1980'es. Timing: Dept.: Esbjerg by boat 24th March 1982, and on to Manchester by special coach. Arr.: Manchester late afternoon 25th March. Introductory lecture 7.30 same evening.
How did this conference come to be? The Reading Conference e.g. came about because the Subject Area Manager wrote for the English Teaching Journal and for the Council of Europe on aspects of what has come to be known as national-functional syllabuses, and so met at a Council of Europe conference with David Wilkins of the Linguistics Dept. of Reading University; Lancaster because Christopher Candlin and collaborators of communicative performance fame to Denmark to do a conference for primary school English-teachers, and so came to take an interest in how to train a Danish teacher of English who would be better equipped to transmit communicative performance to his learners. The first beginnings to the Manchester Conference lay in a remark from a member of 'self' (Association of Trainers of English Teachers) at the General Assembly two years ago:
1)
The substance of the comment was that one would like to do something different. Conferences had been concentrating too much on the technical disciplines, had been too linguistics-heavy, and it was time for a change to a type of conference based more on the humanities angle. Also, it would be interesting to organise field trips and meet real people in factories, mines, on race relations committees etc. There was no opposition to the views expressed; on the other hand, there was also little audible support for this suggestion, but then only about one quarter of the entire membership was represented.

2)

The council of 'self' and subject area manager then sat down to discuss next and overnext year's INSET arrangements. In 1981 no changes were possible, as one was already committed to the Lancaster conference. For 1982 there had been up to then 3 possible conference venues: Moray House College of Education, Edinburgh, and Birmingham and Leeds universities.

3)

What remained now was for the council and the subject area manager to determine whether the member's remark was representative only of himself or of a fair number of members. It turned out to represent a fairly general feeling, certainly representative enough to be acted upon. It was decided to act, even though, of course the final answer can only be deduced on March 1st, 1982, from the number of applications on the subject area manager's desk.

4)

The subject area manager was asked to get in touch with Manchester Polytechnic, suggested by himself as a likely venue for the type of conference proposed. A letter is drafted, containing a loose description of the conference, and a request for Manchester Polytechnic to indicate whether they were interested, had the manpower, and could house and feed a Danish teacher trainer conference during the desired period, preferably just before the beginning of the Danish Easter Holiday.

5)

The council (represented by chairman) and subject area manager then sat down to write - 18 months in advance of the proposed conference - the yearly application for subsidies for the total estimated INSET provision for the financial year of 1982 (= calendar year) to send to the INSET committee of the National Union of Teacher Trainers. The application form does not ask for precise figures, but an outline, stating number, types and locations of conferences, the estimated need for lecture periods, group work periods, materials, administration, the estimated number of participants etc. in order to give an idea of needs as to travel expenses (in principle only domestic), and per diems. (per diems have remained for years on the ridiculous figure of Dkr. 15,-. (appr. £ 1,-.) per capita.

6)

The University of Lancaster Conference is held. Owing to the generosity of the British Council, Copenhagen, and the British Council Courses Dept., London, who each donate a considerable sum of money in Danish currency, and owing to a fortunate development in the exchange rate of £ Sterling and the Danish 'krone', all costs in Lancaster can be borne by Ministry of Education and British Council subsidies. All the conference members pay are their travel expenses to Lancaster

which work out at Dkr. 1000,-. (£ 67,-.) from Esbjerg.

7)

The subject area manager, who is conference leader (and member), and thus gets his expenses fully paid out of the Ministry of Education INSET subsidy, but who has no other international travel allowance, arranges a meeting during the conference with the prospective organizers and teaching staff at Manchester in order to give a detailed description of the type of conference desired, and the type of conference member to expect, the type of accommodation (residential hostel) preferred, and to assess the ability of the institution to cope etc. Meeting is reported in the attached annex.

8)

On last day but one at Lancaster a members' meeting is held. Subjects: a) Preliminary evaluation of Lancaster Conference, b) Discussion of next year's conference. Subject area manager reports on Manchester meeting and expresses his confidence that Manchester will be able to cope. A majority of members come out in favour of Manchester Conference.

9)

A problem crops up. Polytechnics haven't as long Easter holidays as universities, so no vacancies in student hostels. The only alternative seems to be hotels, but the price - £ 14 for bed and breakfast - is forbidding on a budget like this, which again means that not enough people will apply for the conference. The organizers are seemingly up against a wall, even though Danish travel agent is instructed to find cheaper hotel accommodation in the neighbourhood of the conference site. The planning of the conference goes ahead.

10)

The subject area manager and the chairman of the English Teachers' Association are informed by the Ministry of Education that the aggregate sum for INSET in 1982 is roughly the same as in 1981 - i.e. appr. 40.000 Dkr. This, in effect, means a cutback of appr. 10% because of inflation rate.

11)

The National Union of Teacher Trainers announces its intention to back up the boycott of Ministry of Education sponsored INSET courses declared by the National Union of Secondary School Teachers. The action is a bid for higher per diems.

12)

The subject area manager is informed by Manchester Polytechnics that it is possible to accommodate conference members in 'digs', i.e. with families who let out rooms to student teachers and others from Manchester Polytechnic. All 'digs' within easy walking distance of conference campus and student cafeteria from which necessary meals can be got at reasonable prices.

A telephone call from subject area manager to conference co-ordinator to get some rough idea of final price of tuition, board and lodging. The answer is an all-in price of £ 150,-., after which conference description and application forms can be sent to colleges through the Ministry of Education.

14)

The conference boycott is called off by the National Union of Secondary School Teachers, upon which the National Union of Teacher Trainers reconsiders its position and decides to renounce its threat, the more so since opportunities to negotiate more reasonable per diems open up.

15)

It proves possible, after all, to accommodate conference members in student hostels, and potential conference members can now start computing how much they will have to pay. Great care was taken in the description of the conference to designate it as a maintenance conference, because a quirk in Danish tax legislation makes expenses for this type of conference deductible. If on the other hand you could be argued to have improved yourself or your career opportunities, the expenses would not be deductible.

16)

The first four out of - hopefully - 30-35 applications come in.

17)

A letter from conference venue arrives, giving more exact information about prices and more detail about the programme. The estimate of £ 150,-., which was believed not to include the price of lunch and coffee, turns out to do so, after all.

18)

A letter arrives from the Association of Trainers of English Teachers, addressed to "Members of the English Dept., Soandso College of Education, informing potential conference members that - due to the generosity of the British Council, Copenhagen - there will be, in addition to the Ministry of Education subsidy, one of appr. £ 40,-. per capita. End result, assuming 30 conference members, is that instead of Dkr. 2000,-., each will have to pay only about Dkr. 1500,-.

19)

Travel agency gives final price of travel arrangement: Dkr. 1000,-. from Esbjerg, DK, to Manchester, UK and back. Information relayed to chairman.

20)

Chairman calls back with marginally cheaper offer from another travel agency, and intimates that it might be possible to 'squeeze' the travel agent first consulted. The squeeze is successful.

21)

The INSET subsidy is transferred from Ministry of Education to subject area manager's account. He settles down to see which way the rate of exchange is going.

22)

A newspaper article says that DK, a member of the EEC EMS, has devalued the Danish 'krone' by 3%. The desired devaluation rate was 7%, but this was not allowed by DK's EEC partners.

The date is February 24th, 1982, exactly one month before the conference is due to begin.....

23)

A council meeting is held in connection with an English Teachers' meeting. Subject area manager is invited to take part. Under the item 'INSET' on the agenda, a report is given on the state of the Manchester Conference, and three possible conference venues and themes are agreed for 1983 and later years: Aberdeen College of Education, Edinburgh University and Leeds University Teacher Education Faculty. The subject area manager agrees to get in touch with all three before or during Manchester Conference.

24)

31 have applied, 11 women and 20 men. March 1st, 1982. Outline timetable and list of participants sent to all applicants. List of participants to conference venue and travel agent.

26)

Requested from conference venue: a) detailed timetable. List of required reading has not arrived, so instead some sort of sale of necessary literature will be set up during conference.....

March 4th, 1982.

Egon Foldberg.

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POST SCRIPT

IN-SERVICE EDUCATION ON A SHOESTRING CONTD.

or

THE BEGINNING OF COOPERATIVE NEEDS IDENTIFICATION

17th March, 1983.

This brief post script aims to pick up where the first paper left off on 4th March, 1982. The date is three days before departure for the 1983 inservice conference which is to be held at Edinburgh University, organized by their Department of Extra-Mural Studies.

Briefly then, the conference described in Paper 1 ran its course, there was the usual assessment meeting on site between conference members and the organizers. Comments made in this meeting, discussions on the homeward voyage, and the review of the conference led to the formation of an "ad hoc" evaluation and needs identification committee, consisting of council, subject area manager, and 2 or three members of the association who had signified an active interest.

Prior to the first meeting of the new committee, agreement had been reached between the council and the subject area manager that three potential conference venues for 1983 were to be contacted, viz. University of Exeter, University of Edinburgh, and Aberdeen College of Education, the first having already been contacted by letter by the chairperson, and the last two in person by the deputy chairman and the subject area manager during the 1982 conference.

The final outcome of this was that for different reasons Exeter and Aberdeen were not able to mount conferences during the desired period. This was conveyed to the subject area manager in November, and consequently he sought a mandate from the council to finalize negotiations with Edinburgh. Negotiations were carried out in compliance with those views that emerged from the "needs identification" meeting in a state of sufficient clearness and unanimity, and eventually led to the conference programme.

The "needs identification" meeting.

The meeting was a fairly long one - all of 18th and 19th June 1983 - and agreement was not always a prominent feature.

It is possible, however, to extract from the meeting a quantity of fairly unanimous views on a) forms of work, and type(s) of instructors and institutions, b) planning ahead of the conferences (3- or 5-year plan), and

c) needs identification.

a) Forms of work, instructors, host institutions proved the easiest item to agree upon, if not unanimously.
The majority came out very strongly in favour of universities as host institutions, well-known experts in the various fields as lecturers and tutors, lectures with tutor-led after-treatment in small groups as work form. Certain British universities were mentioned more favourably and more often than others. They were - without, however, being able to give convincing reasons for this - strongly against conferences being placed at peer institutions of their own and taught by their own peers. The view was held by one that if there was no financial basis for top-grade institutions and instructors, the conferences might be held every other instead of every year. However, the point was strongly made by several that discontinuation for one year in the present economic climate might well spell disaster for a tradition which had been laboriously built up.
Many also held the view that since - compared to similar conferences held in Denmark - the conferences abroad were cheaper, longer, and reached a greater or at least equally great target group, they were in fact more than excellent value for money, whether based at universities or at other institutions.
The view was put forward that some failures in the past could be blamed upon conference members themselves, because for various reasons they had not been active enough a) in group work, b) in availing themselves of such documentation and potential teaching materials as had been placed at their disposal by the conferences. One should aim consciously at changing this attitude.
Further, the importance of the conference teaching staff being a team who were used to working together, and who were sufficiently informed about the nature of their clientele, was stressed. One conference where two of the instructors had been labouring until the final social evening under the misapprehension that the conference members were student teachers was mentioned as a memento. Finally, it was mentioned as very important that a conference should be co-ordinated and monitored by ONE local person in total charge.

b) Planning ahead.

Agreement was reached fairly quickly that conferences should be at least provisionally planned on a 3- or 5-year basis with two or three options every year to fall back on should the others fail.
A much criticized point was discussed at length, i.e. the difficulty of providing potential conference members with a detailed programme, giging

clear information on theme(s), instructors, work form(s), location, duration, and possible cost to participants themselves in good time so as to enable participants to make their decision on fairly firm, well-defined grounds. Even though experience clearly showed that detailed programmes were hard to get, also when as much as 18 months or a year ahead the wish had been clearly expressed and the need spelled out, it was decided to boost the effort and spare no pains in making this clear to potential host institutions and in getting them to comply with this wish.

c) "Needs identification".

There was agreement that INSET needs identification for the group in question must not be left solely to the discretion of the subject area manager, in which view the subject area manager heartily concurred, though perhaps not always for the same reasons as other members of the group. Some fear was expressed that he might have been given "sealed orders" or some kind of "hidden agenda" by some people "higher up", which - if it were the case - was not felt to be a tenable democratic position.
It was held that needs identification should be a process of cooperation between all parties involved. One problem was recognized by all those present, that of getting the target group to realize their own needs, and - once realized - to get them to respond to appeals from the organizers to communicate those needs. Self-motivation among the target group was felt to be not too high.

There was some agreement that some inservice needs could be identified simply by going through - item for item - the clause in the Ministry of Education Circular (Annex 1), which states the legal basis for the training of English-teachers in all Danish colleges of education (perhaps a uniquely Danish situation). This document is a quite unequivocal guidance syllabus, describing the kind of teaching and learning experiences the teacher trainer must set up for his students.
In this way, items were identified which were - at least to some, and sometimes to most, of those assembled - most urgently in need of updating. Items mentioned were 1) The novel, 2) Drama(tisation), 3) Prosody of spoken English, 4) Grammatical description, 5) Educational systems, 6) The role of the intellectual, 7) Mass media.
The points were made that more thought should be given to teacher education in general, that most items on the list revealed that the subject of English was seen too narrowly in its own philological or linguistic light, that too little effort was made to transgress the limits of the subject a) towards

the surrounding world, and b) towards other subjects or areas in teacher education, as for instance educational psychology, educational specialisms etc.

Finally, the point was made that next year's (1984) probable conference at the University of Exeter "Education in an English county" might well lend itself to an interdisciplinary approach, and perhaps include participants from other subject areas in Danish teacher education.

Even if much headway along the difficult road of INSET needs identification was perhaps not made, there is reason to conclude that awareness of the problem(s) is now much more widespread that it used to be. A process has been started, and the evaluation meeting at this year's conference will probably demonstrate that progress has been made.

The SPECIFIC AIMS AND OTHER REGULATIONS of English as a Specialist Subject, as contained in revised Ministry of Education Circular of November 1982, are:

59. English (Specialist Subject). The aim is that the students should acquire

1) Fluency in expressing themselves in speech and writing in present-day Standard English;
2) A sound knowledge of the phonetical and grammatical structure of English, its theory of word-formation, and its semantics;
3) Knowledge of important aspects of culture and social life in areas of the world where English is spoken;
4) Insight into the special didactics of the subject;
5) Insight into linguistic methods of work and the aids employed on various levels of the subject.

SECTION 2

The (guidance(translator's note)) syllabus of the subject is:

1) The training of oral proficiency and of the student's systematic observation of linguistic structure and content, the acquisition of knowledge of social and cultural conditions as well as of language teaching problems, all on the basis of:
   a) The reading of texts. These should be unadapted and selected from among the various genres of fiction, from different English-speaking areas in the world, and mainly from the 20th century. Further, texts which deal more specifically with the social and cultural conditions of the above areas. Further, texts dealing with language teaching themes, and other non-fictional texts. The questions set for examination purposes will be selected from 1000 pages of texts studied by the class as a whole, including no more than 200 pages of language teaching and other non-fiction texts, and from 700 pages of individual reading, selected by the student, but subject to approval by the teacher,

   and

   b) other text forms (i.e. videotape, sound tape, radio broadcasts, films etc.)
2) The training of proficiency in writing through assignments of different types.
3) The theoretical and practical study of Phonetics.
4) The theoretical and practical study of Grammar, including the comparison of different types of grammatical description.
5) The study of the most important aspects of Word Formation and Semantics.

6) The study of the principal teaching materials and aids of the subject, such as e.g. textbook systems, the language laboratory and other audiovisual aids, and training in didactic deliberations concerning their use.

The predominant teaching medium will be English

SECTION 3 The examination is in two parts, a written and an oral one.

1) The written examination is subdivided into 4 tests, which are all of them to be completed:
   a) A translation from Danish into English of an unadapted Danish text.
   b) A test of the candidate's free command of written English.
   c) A rewriting of and comment on a sample of unacceptable English, as written by a candidate for the Danish (counterpart of (translator's note)) the O-level examination in English.
   d) a practical test of the candidate's command of grammatical and semantic details.

a) and b) are to be completed within 4 hours; English-language dictionaries approved by the Director of Teacher Education may be used. c) and d) are to be completed within 2 hours; no aids permitted.

2) The oral test.
   a) An independent account of and a conversation about one or more of the individual texts.
   b) The reading aloud of a section of the set class texts. Comprehension is tested through an independent account and through conversation, supplemented by the explanation of words and phrases.
   c) A conversation, supplemented if necessary by word explantion, about an unseen text, to test comprehension of structure and content.
   d) Grammar.
   e) Phonetics, including phonetic transcription with indication of sentence stress.

The examination is to be conducted with a constant view to the special didactics of teaching English as a foreign/second language. Examination items a) - c) are to be conducted in English, whereas for items d) and e) the candidate has the option of Danish or English. The candidate is to be given a preparation period.

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